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ABSTRACT

A total of 250 educators and representatives from business, industry, and civic organizations attended the first of a series of dialogs on career education. This 1-day conference was devoted to identifying questions and generating suggestions and ideas regarding career education. Major presentations were: (1) "Career Education--Problems and Promises" by R. Harris, (2) "School-Based Career Education" by R. Sampieri, (3) "Employer-Based Career Education" by R. Peterson, (4) "A Search for Relevancy--California Plans for Career Education" by P. Peters, and (5) "Industry's Commitment to Education--Investment in the Future" by C. Horne. In addition to presentations, participants were divided into 25 discussions groups, which were to formulate a definition of career education, identify needed curriculum changes, suggest future directions for conferences, cite examples of career education in practice, and identify appropriate implementation strategies. Texts of the major presentations, discussion group responses regarding a definition for career education and needed curriculum changes, and a final summation of the conference are included in this publication. (SB)

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PART 1

Conference Proceedings
Community Dialog in Career Education
California State University, San Jose'

career education

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CONFERENCE PROCEEDINGS

COMMUNITY DIALOG IN CAREER EDUCATION PART I

CALIFORNIA STATE UNIVERSITY, SAN JOSE

JULY 14, 1972

Compiled and Edited by

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CONTENTS

Page

Foreword..... 1

Presentation

Welcome.....*Ralph Bohn*..... 3

Challenge.....*Denny Auchard*..... 5

Career Education--Problems and Promises.....*Rue Harris*..... 8

School-Based Career Education.....*Robert Sampieri*.....15

Employer-Based Career Education.....*Robert Peterson*.....25

A Search for Relevancy--California Plans for Career Education.....*Paul Peters*.....32

Industry's Commitment to Education--Investment in the Future.....*Charles Horne*.....37

Discussion Reports

Discussion Leaders.....41

Career Education Defined.....44

Curriculum Changes.....50

Group Comments and Questions.....54

Future Directions for Conferences.....59

Final Summation.....60

FOREWORD

On July 14, 1972 a Career Education Conference hosting some of the nation's top educators was held at California State University, San Jose. This conference was jointly sponsored by the University's Summer Session and the School of Education.

Some 250 educators and representatives from business, industry, and civic organizations gathered to learn from the experts about Career Education.

The conference was extremely fortunate to obtain the services of five very knowledgeable individuals in the area of Career Education.

The first and keynote speaker of the day was Dr. Rue Harris, Director Career Education Development, U. S. Office of Education, who spoke on "Career Education--Problems and Promises." His analysis of the problems facing the four federally funded Career Education models and his candid approach to the overall problems and promises of Career Education helped to lay the foundation for a very successful conference.

Mr. Bob Sampieri, Director Career Education Program, City of Los Angeles, presented the comprehensive School-Based Career Education model, emphasizing the total commitment of the Los Angeles schools to this concept. The programs objectively outlined by Mr. Sampieri emphasized the concept that young people exit from the educational system with some sense of purpose and direction, with some basic skills allowing them to function in the system, with specific skills germane to their personal goals, and with some understanding of a career path.

Dr. Robert Peterson, Program Director Employer-Based Career Education Model, presented the Employer-Based Career Education Model to the conference. He emphasized that the model stresses the need for developing a consortium of employers to actively participate in the goverance of an educational program for 14-18 year olds in which the focus of the program is outside of the public schools. The instructional program is being designed to permit maximum involvement of each student in planning his own program of instruction.

The afternoon session began with a presentation by Mr. Paul Peters, Chairman California Career Education Task Force. Mr. Peter's presentation was entitled "A Search for Relevancy--California Plans for Career Education." Mr. Peters pointed out that Career Education has been recognized as an extremely important concept by the Superintendent of Public Instruction and has been given a high priority by his office. A very good slide presentation depicting California's effort in this direction was presented.

The final presentation of the day was given by Admiral Charles Horne, President, Industry-Education Councils of America, who spoke on "Industry's Commitment to Education--Investment in the Future." Admiral Horne pointed out the ultimate success of the whole concept of Career Education will be to get business, industry, and labor interested, involved, understanding, and fully participating.

A portion of these proceedings are devoted to the discussions which took place at the luncheon session. For facilitating discussion, the participants were divided into 25 discussion groups.

To obtain a truly representative community dialog at the luncheon, an effort was made to control the group composition by placing representatives from business and industry together with counselors, administrators, classroom teachers, and students to interact on this extremely important issue.

Several discussion questions were proposed to the groups with responses requested for the following two:

1. Define Career Education, and

2. Identify needed curriculum changes.

In addition to reactions on the above questions, some very candid comments are offered as well as many excellent suggestions for implementation of Career Education.

WELCOME

Dr. Ralph C. Bohn
Dean of Continuing Education
California State University, San Jose

The faculty and administrative staff of San Jose State University join me in extending a welcome to each of you to the University and to this Career Education Conference. This is the first of a series of dialogs on Career Education. The series will continue throughout the coming school year.

In welcoming you, I believe it is important to identify some of the groups of people in attendance. We have people from seven of the State Universities within California--Los Angeles, San Diego, San Francisco, Chico, Hayward, Fresno, and Humboldt. In addition, representatives from the two main campuses of the University of California, the University of Santa Clara, and a number of private schools are present. There is a large representation from Bay Area businesses and industries including Westinghouse, Standard Oil, IBM, Lockheed, Food Machinery Corporation, and General Electric. There are local government and civic groups represented as well as many school administrators and teachers that are students here on campus this summer. I think this wide diversity of interest and attendance represents the interest that is being placed in Career Education. As we hear the various speakers today, I am sure the concept of Career Education being a responsibility not only of all segments of education but of all aspects of business and industry and the community as well will be presented.

I would like to call your attention to the distinguished list of luncheon discussion leaders shown on the back of your program. While this list does not identify titles, it includes leaders from industry, business, government and civic groups as well as representatives of education and research teams working in Career Education. Through the efforts of this diversified group of leaders, we hope to identify many questions and generate numerous suggestions and ideas regarding Career Education. The results of the discussion groups will be brought together and published as part of the Conference proceedings so that all of you will be able to profit from the ideas that were developed during the luncheon. We expect the discussion groups to consider a wide variety

of issues. The end product will be ideas for future development and questions for future consideration.

This conference was designed around a single theme--

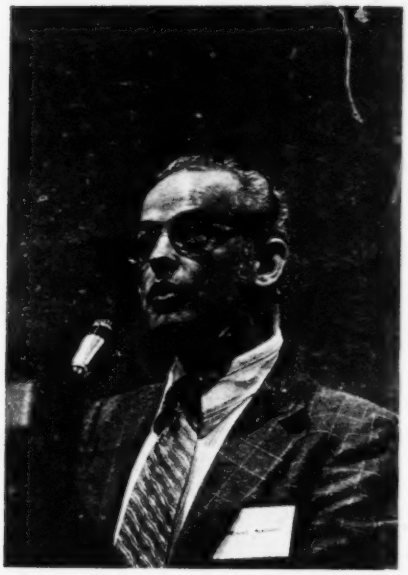
> "To provide current information on the development and status of Career Education in the United States."

Hopefully, the conference will provide the information upon which future dialog can be developed.

Due to the limited time available in a one-day conference, no efforts were made to present a rebuttal to the concept of Career Education, or to delve into the many questions and problems generated by the introduction and implementation of programs of Career Education. Concern has also been expressed regarding Career Education for minority groups, for women, for the inner city children, for adults, and for the poor. Additional questions related to Office of Education sponsorship, interests of business and industry, and concern for general education are expected to emerge from the small group discussions. Debate, questions and concerns will provide the substance for our fall and spring semester programs on Career Education.

The program chairman for today is Dr. Denny Auchard, Associate Dean of the School of Education. This program is being sponsored and conducted by the School of Education as part of their special program series for the summer.

At this time, I will turn the program over to Dr. Auchard who will be your Master of Ceremonies and Chairman for the rest of the meeting.



CHALLENGE

Dr. C. Denny Auchard
Associate Dean, School of Education
The California State University, San Jose

I, too, wish to welcome you to The California State University's first "Community Dialog in Career Education." We hope the program, which has been planned through the excellent coordination efforts of Jim Beck, will prove highly beneficial to you and that you, also, will have an opportunity to raise questions and make contributions based on your own experiences.

At this point, I would like to introduce the conference participants by name and position only. As they make their presentations, I will provide some additional background information. We are most fortunate to have as our speakers five outstanding national, state and local leaders in the emerging field of Career Education.

Dr. Rue Harris, Director of Career Education Development, U.S.O.E.

Mr. Robert A. Sampieri, Director of the Comprehensive Career Education Model--Research Unit
Los Angeles Unified School District

Dr. Robert Peterson, Director of Career Education Program Division II
Far West Laboratory for Educational Research and Development

Mr. Paul Peters, Chairman of the California Career Education Task Force
California State Department of Education

Mr. Charles Frederich Horne, Jr., President of the Industry Education Councils of America and President of Governor Reagan's Coordinating Council for Higher Education

You, as participants in this conference, represent a good bit of the spectrum of society concerned with Career Education. I am certain we have public and private school teachers, counselors, and administrators, representatives of business and industry from both management and labor, parents of children of all ages, college and university students and faculty, representatives from the community involved in many and varied community programs, and possibly others.

All of you are here today for a reason and your collective reasons are most likely not the same. Some may be here to learn for the first time what this new thing called "Career Education" is all about. Others may be involved already in program planning and are here to get new ideas or hear about exemplary programs already started. Still others may have an understanding of what Career Education is about but are continuing to struggle with whether or not the concept provides an acceptable and viable solution to many of the ills of our society which are related to education and work.

We hope this conference will provide something useful to each of you and something useful to all of you as a group. We hope, also, that additional foundation will be laid upon which this area of California might begin to build a program of Career Education designed to meet the real needs of society.

While I was thinking about this conference and what an individual might want to learn from it, I wrote down 33 questions which, if answered, would give me the basic understandings I would need to be an effective participant in planning a Career Education program. One conference is not enough to even begin to answer the questions, but I did identify a half dozen of the 33 questions which I would like to share with you for which I feel we all need answers. I am sure the speakers will have something to say about them. I suggest that if these questions seem important to you that they be added to others for which you may be seeking answers.

1. What evidence is there that there is real commitment to Career Education at the national, state, and local levels?

2. Many elements of Career Education models already exist in schools and in the world of work, but how can general understanding and acceptance of the concept be achieved so as to make what is already being done work more effectively?

3. How can we get all elements of society with their vested interests to suddenly put these aside and assume a cooperative helping relationship in the development of Career Education?

4. How are we going to achieve massive programs of retraining for teachers, representatives of the world of work, parents, and community groups to become effective participants in a Career Education program?

5. Since some form of work ethic must be espoused if Career Education is going to work, what will be the nature of this work ethic in a post-industrial-consumeristic society?

6. Since standards of accountability are necessary, if Career Education is going to work, how and by whom are the standards going to be determined?

Our first presentation today will be in the form of a film. It is titled, "Career Education." The purpose of this film is to present an introduction to the concept of Career Education as perceived by President Nixon, Commissioner of Education, Sid Marland, Jr., and others. The film itself is self-explanatory and should set the stage for the speakers that follow.

CAREER EDUCATION--PROBLEMS AND PROMISES

Dr. Rue W. Harris
Director, Career Education Development
United States Office of Education

"Welcome" from the US Office of Education, from Commissioner Marland and Deputy Commissioner Davies. We are now in a process of transition in the house of education in the federal government, as you may be aware, with the establishment of the National Institute of Education, which legally got under way July 1. The portion of the career education program with which I deal will be going to the National Institute of Education rather than remaining in the US Office of Education. This is just to indicate to you that there will be some shifts with respect to where the various and sundry people who are associated with the program, nationally, might end up.

When Dr. Auchard indicated a little earlier that he had 33 questions, I quickly went through my list and found only 27 answers. However, some of them will apply to more than one question so we will just move along and hope that everything works out.

Career Education is not terribly well defined in specific operational terms. We have a good deal of difficulty from time to time trying to find out exactly what to do to operationalize the definition of Career Education As we looked at the film, I felt that our goals are certainly high with respect to Career Education. In the film, there is something for everyone and, certainly, everyone will be accommodated if we can succeed in our program. I had planned to talk to you about promises and problems in Career Education. It seems to me we have already seen the promises. We have had the chance to look at the fi[illegible] to understand a bit of what Career Education is all about, what the purpose of it is, and what are some of the major elements of the concept. So I will talk a little more about some of the problems that I see in implementing Career Education.

We have in the Office of Education four so-called models which are really research and development project areas. The portion with which I am most closely associated is research and development of the models of Career Education from the US Office of Education.

There are four so-called models or project types: (1) The first is the school-based model; you will hear more about that later as you will about the second model, (2) which is the employer-based model. (3) Model three, the home-community-based model is just getting started in a couple of locations and finally there is (4) the rural-residential-family model.

I would like to talk first about what I see as some of the problems in each of these approaches to Career Education which I characterize best as "education for something" rather than "education for nothing." During the past, I'm afraid we have done the latter considerably more times than we would have liked.

First of all, let me indicate that I do not believe that Career Education is a thing. It is not another track; it is a theme, perhaps. It is not something you do in addition to some other kind of education, but it is something that encompasses the various thrusts of education. In which case, you ask the question, "doesn't that mean Career Education is all of education?" My answer to that is, "exactly"! If we hadn't had the problem in the past with fractional guidance and counseling, with the general education "never-never-land," with the "college-only" success criterion, with the competitive curricula, and the multiple track system, we would probably not have to introduce the term "Career Education" because, in a sense, there is really nothing new in Career Education; all the parts have been around for quite a while. The only thing new is how we can put it all together, or can it all be put together? Instead of having a pot of beans and a pot of meat and taking one or the other, or neither if you drop out--what we are trying to say--there is a way to put the beans and meat together! Then, you can give them to everybody in appropriate servings. It is not a good analogy, but the idea is the fusion of various parts of education; and that is what we are aiming towards in the various models.

The School-based Model. Let me just mention some of the problems that I see. First of all, I will bring out one issue that I think is probably central and that's the teacher. I would guess that there is not one teacher in fifty, and I think I am being generous in that figure, who has ever in his or her lifetime been in the sense of dependency, outside of teaching, in the world of work. We talk about having the teacher in the elementary school, for example, be sure that the children do, in fact, become aware of the world of work and the various types of occupations and all the rest. I don't deny the value of these types of activities, but I think it is unfortunate that we have so many teachers who have never had the type of experience that might be helpful in trying to communicate to these youngsters a feeling for the world of work. I believe, if things are anything like they used to be, teachers are frequently very jealous of their own discipline areas. I think we have to be very astute in our handling of the teacher training and the attitudes that teachers carry with them. Emphasis could be made that it isn't second rate to take mathematics rather than literature, that it isn't wrong to go in for sports, or wrong to want to study music, etc. Exploring any or all of these or combinations of them is perfectly appropriate for a young person to consider, to warm up to, and to go ahead and explore in depth if he is interested and capable.

Another problem we have to face, and haven't done very well, is prediction of what the work force is going to require in the way of manpower 10, 12, 15, 18 years hence. Maybe we don't need to worry about what kind of job a person gets. Career Education is not a job preparation program though it encompasses job preparation. It is preparation for a career and the acceptance of the need to perform in a job at one time or another. It is not necessarily to perform in one job with no idea of how to get out of it, or how to go some place else, how to grow in it, or how to explore other possibilities. I think we have to be exceedingly careful in Career Education to help young people, and the oldsters as well, negotiate (in a navigational sense) their career life as they go on from year to year. Usually in an audience where the people are over 30 years old, it is very easy to ask the question, "how many of you have prepared for the career you are now in or entering?" and get a scattering of hands that is very, very small, unless it was a meeting of educators. One gets into management or into some kind of operation with machines or into pharmacy or selling or into a number of other things often quite by accident. It is the number of people who don't get the chance to get into the right job by accident to whom we are addressing much our career education emphasis.

Well, let me mention a little to sum up what we have said regarding the school-based model. We have to concern ourselves about the teachers, about their ability to understand, internalize, and communicate something about the world of work. I think secondly, we have to concern ourselves about the job market and the career market, and what it means to be able to negotiate for a career. I think we have to worry about the comprehensiveness and the fusion of all the parts of education and make sure that they do in fact focus on an individual at a point in time and done in the right way. And that we do in fact prepare the student for a total existence in his lifetime. The arts-humanities, the socio-political, cultural components, the ability to deal with others, some self-respect, a reasonable ego strength, and all the rest--this is all we want our of Career Education. Incidentally, the school-based model that we are working on is perhaps a little too ambitious. We are trying to completely revitalize the grades K-12 in approximately 115 high schools with 4000 teachers and 85,000 students. We are trying to do that over a period of four to five years and keep track of everything that happens in every way to see whether or not there are some decisions that we can make that will help others who want to follow later do a better job.

Employer-based Model. In this model, we are trying to see if we can have the locus of education outside the school; actually in an employer community, in an employer milieu. Some of the problems that we have in this particular model (of course, this again is research and development and the answers may come back in a few years saying, "You know we just can't get there"--but right now, I think we're pretty excited about it) center around the legal issues. How do you have a student not in school has been a very interesting legal issue with which to deal. In California, as I recall, if you are under 16 or 18, the only way you can be legal is to be in school, have graduated from school, be in a continuation school, have an appropriate tutorial program, or something like that, but not be in some kind of program with a consortium of employers unless it is a duly recognized private school. What we are trying to do is have a number of youngsters get into the world of work, as it were, to relate their cognitive and affective growth to skill growth to exploration of a number of various career elements. Obviously, at any point in

time, they are on a job or observing a job, but the idea here is for them to, in fact, utilize as a departure point employer stations of one kind or another. The kinds of problems we have are, what are the incentives for the employers? Let's say that we do it great in San Jose with one high school and a hundred kids and we try it for 3 years, 5 years, or whatever the number is, and Lockheed and local industries are all for it, and you know that is really great, and it really goes, let's put it in now as an operational program. It's no longer R & D and I don't know what the number of students are in high school in San Jose, we might guess that there are 12,000. What if 6000 of them opted for this particular alternative? How do we then accommodate 6000 or 4000 or even 2000 or 1000 students who want to have an opportunity to explore the real life in hospitals, pharmacies, assembly lines, and in state and city government. I think we have real problems of magnitude; it's one of those things where too much success can kill you. These are kinds of questions that we have to deal with without the number of students on hand that ultimately we are going to have to deal with. Part of the whole problem we're looking at now is, what are the incentives for employers? Do they get paid? Why should one have more than one, two, or three students? Why should they? Many times the liabilities that they incur or that society places upon them as well as you and me and everyone else are simply not worth the risk. I think that we have to be very, very careful in proceeding to look at the whole question of incentives for employers.

Then of course there is the whole business of off-line versus on line, as I call it, participation. Many times we go to a place like Douglas Aircraft Company, to look at the way engineering would apply to the field of mathematics or physics and then we would go over to Douglas Aircraft Company or Lockheed or Boeing and what you get is the man giving you a lecture in a room with a chalkboard! The only difference is that it's walnut paneled and it's in their plant rather than not walnut paneled and in your school. I feel that the kind of employer relationship falls far short of what we are trying to look at in employer-based career education where a young person will have a considerable amount of hands-on, or at least close-at-hand, experience in a variety of job settings. Another problem with the employer-based model is that of efficiency. Things don't happen at an engineering firm in the right sequence at the right speed to really tie together a lot of the concepts of mathematics, physics, engineering, or any one of a number of areas that you may want to mention. All at once you are stuck with doing some work on inspection of a landing gear module, for example, using a sine plate on a plane table and suddenly you need to know how to work with multiple angles. Unfortunately, you can't start with multiple angles, you've got to start with something that goes back a little bit before that. There's a good deal of education, particularly cognitive learning, that is hard to relate specifically to an activity at some point in time. We've got a tremendous efficiency problem; on the other hand we have a tremendous problem if we don't have the relationship of young people to the real world. Hopefully, we will be able to get a balance of these two approaches that are sensible, cost effective, hold people's interests and at the same time provide them with the way to start out on their life's work and other activities of living.

Home-based Model. The home-based model asks, essentially, can we somehow, through the media, get to the large number of people who are unemployed, underemployed, or misemployed, to have them realize that there are ways in which they can improve their lot by turning to someone or something that will in fact follow through with them. If we just consider "Sunrise Semester", we know how to do that. I don't need a research and development program on how to run a course on television; it's been done for years, and there have been many studies of it. We don't need a lot of work on how you run correspondence courses either. We've been doing that for a number of years and have a pretty good handle on how it's done. We even know how to integrate the two. We know a little about the placement problem of adults in a community, but again our problem is: how do we take the individual and focus on him rather than taking separate entities of organizational types like a Department of Human Resource Development or a Bureau of Employment or the Jobs Program. Who is it that integrates these programs or pulls together the availability of these programs for the particular individual and helps counsel him into the use of all the resources that are already in existence and at the same time identifies the requirement for additional resources as well as anticipating what the job market in the area is expected to be 4, 5, 8, 12, 15 years from now. Our idea again on this one is, is there a way that a community program, a community activity of some kind, can in fact take people with a desire to become better employed, differently employed, or employed at all, and help them get into a series of activities which will be both personally and professionally, work-wise, rewarding to them. In that sense, it is a management program more than an educational program. In one small community, it turned out that there were over 124 agencies that all wanted to do this kind of thing and practically none of them know of more than 5 or 6 of the other agencies.

Rural-Residential Model. The residential model that we have is at Glasgow, Montana. It is for the rurally disadvantaged, economically and educationally disadvantaged in the mountain plans states of Idaho, Montana, North and South Dakota, Nebraska, and Wyoming which comprise the area of this particular experiment. Many of the communities are smaller than 1000, a number of them smaller than 500 in size and having a Career Education program, either school-based, or employer-based, is still something that leaves a great deal to be desired. The name of the game in Glasgow, Montana, is to see if we can bring in entire families for a reasonably short but sufficient period of time to train, educate, expand them in ways that are compatible with the economic development of the area of those six states, compatible with the families that are brought in, and allow the money that gets spent in the region ultimately by the region to help in its economic development. A number of people in Montana, for example, are probably a little bit upset about the idea of running a university for a number of people who upon graduation leave because there is nothing to do in Montana. The number of anthropologists, let's say, they need in Montana is small. As I understand it, the same thing is true with chemists and a large number of other professions that one enters by going to a university. In this particular model, we are trying to relate the economic development of the area to the process of the development of the resources of the area in terms of the family.

Summary

Overall the problems that I see with respect to Career Education are as follows: One is comprehensiveness. Can we put it together, can we really get to the point where the English teacher that teaches literature doesn't have any feelings that are so strong that she can't relate to the teacher of the extension program or the program where the students work part-time and are trying to learn a particular skill, where the teachers of English and mathematics don't quarrel as to which is the better of the two. I know that during the time that I taught I was very much concerned about the fact that some of the teachers had very strong feelings about the hierarchy of importance of the disciplines and this was reflected very openly to many of the students. I kind of wondered sometimes who it was that worried about how the student could make his decision. If you were a student that was bright, everyone was competing. I don't believe that it is necessarily bad for a teacher to have a tremendous amount of pride in his or her discipline area, but I think there is also a certain amount of humility that one might have about the fact that there is something useful somewhere else other than in your own discipline area.

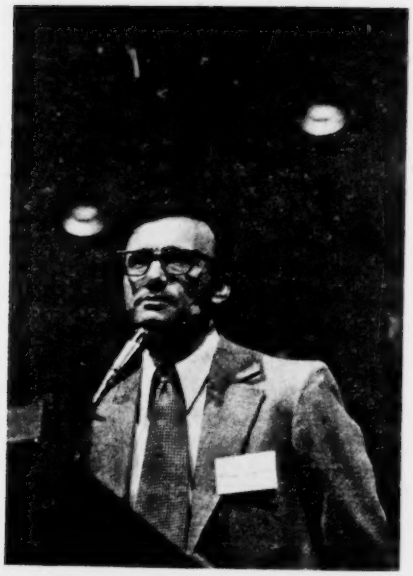
A second problem is documentation of all that goes on. A number of things that we are trying now have been tried before one way or another and it is hard to find out what the process of it having happened is. We don't know how it happened. Take SMSG math! I would like to know more about how it got into a particular district and what kind of dislocations there were with the other mathematics programs that pre-existed it, and ultimately how it left the district, rather than a report on how it was so good during that time it was apparently in its hey day. I don't find very many reports of this. It seems to me the process of putting in Career Education and how it impacts the community, the school, the teacher and all the rest is very important. We need to be doing this in our research and development and doing it reasonably well. Unfortunately, the results of what our work will bring is not going to be available for 2, 3, or 4 years. It is like being right in the middle of the process. I am very concerned about giving out partial results because we may find that in six months that they are simply not valid. It is unfortunate to be premature in giving out information on how you are doing until you find out that you are doing that well or that poorly.

In the placement area there is a great deal of concern that I have in all areas about the ways of predicting what the job market and career possibilities are in the future. We have, as a matter of fact, one research and development program currently under way looking at models of predicting the work force and other various career requirements. Another problem that relates to that is this whole business of clusters. From a psychological point of view it bothers me because I can't see, for example, in the little booklet printed by the Office of Education, a psychological breakout. It shows clusters of transportation, manufacturing, medical, etc. I don't deny that it is a logical breakout, but again it is not a psychological breakout. I think this is one of the problems we have with the Dictionary of Occupational Titles and the generation of programs of occupational clusters. There is a great deal in common between certain occupations of the various clusters, more so

than there are similarities within a certain cluster of the occupations. I don't think we have a terribly good grasp yet on how to present and deal with the whole notion of clusters and exposure, training, guidance, and counseling regarding what a child likes to do. There are certain types of jobs that if a person is of an authoritarian personality where he likes to take orders from above and give them below; where he particularly doesn't want to be in a democratic group; where he doesn't want to go into group problem solving, and that aspect of his occupation is more important than whether or not he is turning out anything relating to the health industry or to consumerism or to something in transportation or manufacturing. The kind of job or a set of jobs he wants in his life are those that will allow him to be most comfortable in his dealings with other people, and I don't think we deal with that very well. We tend to treat jobs as if they were "out there" and people who express an interest in the substance of that type of job are some way going to find a way to fit into it. We have to look a lot more at the individual and try to help find ways in which he can express himself in terms of both his occupational interests and his own psychological needs or how to even change himself so that they can become compatible.

Finally, I will mention that I am concerned about the fact that many people feel somehow Career Education is going to take care of the employment problem. I don't believe Career Education can do a whole lot for us there but I'm not a political analyst that understands all about how unemployment comes about. From what little I have been able to determine so far, we can increase the level of employability of an individual but we don't have much of a chance of doing a whole lot alone in increasing employment of a group. The one thing that we can do, however, is have as good a handle on employment as possible and then try to see that we are helping people become employable in those areas where employment will occur.

Career Education is "education for something." Other than that, it differs not in my view from education that has been going on for many, many years, much of which also was represented as "education for something." The real difference in the meaning of "education for something" is the comprehensiveness with which we are looking at it now as compared with the comprehensiveness with which we looked at it some 10, 20, 50, 80, or 100 years ago. We don't know all the answers and we can't put it all together yet, but hopefully the model on which we now are working will over a period of the next 3-6 years provide us with some reasonable insights.



SCHOOL-BASED CAREER EDUCATION

Mr. Robert A. Sampieri
Director of Career Education Program
City of Los Angeles

May I first extend to you a warm greeting from our superintendent, Dr. William J. Johnston, who shares your deep interest in the renewal of our public education system.

The six questions that were brought to our attention are very key and one of those is, "Is there any real evidence that there is a commitment to the concept of Career Education?" Our school district, which serves a rather large number of students and has a budget in excess of 8/10ths of a billion dollars, is truly committed to the concept and the application of a comprehensive Career Education program. The Board has voted unanimously to support the developmental efforts of this program. It is no easy task for a board of education and a superintendent, as many of you here would know to go out on a limb. You have more to lose than to gain if you do not do a good job. I am sure you will hear from Mr. Peters of our State Department of Education, concerning their commitment to Career Education. However, I can assure you, the Los Angeles City Schools are definitely committed to the concept.

We became actively involved with this project nine months ago (around September 27, 1972). We knew it was to be an applied research effort and that it would be very tempting to restrict our efforts to philosophizing and theorizing about how to improve public education. This activity can certainly produce "glossy" research books, beautiful table of contents, the right people on your advisory committee. Everybody who reads it says, "Gee, that is swell", and puts it on the shelf. Our effort, of course, is to apply our theories. That is what I would like to tell you about today: Some of the resultant activities with which we have been involved to date.

As Dr. Rue Harris mentioned in his presentation, we are the school-based model. We are one of six. We are a subcontractor to Ohio State University and specifically to their Center for Vocational and Technical Education. This, in itself, is a unique relationship to have a California Unified School District under contract to a university outside our state boundaries. We are

committed to cooperating with five other school districts such as Pontiac, Michigan; Hackensack, New Jersey; Mesa, Arizona; Jefferson County, Colorado; and Atlanta, Georgia. Talk about a tough job unifying a school district with 600 schools such as Los Angeles. Add five other cities to that and you have yourself a real coordination problem with which we are really learning to cope--I think rather successfully.

Some of the early findings are: When your school district initially becomes committed or desires to become committed to the concept of developing a comprehensive Career Education program, the worst thing that can occur is to assign it to your vocational education department, not because there is not talent there, the talent is there, obviously; but rather because of the interpretation communities will form. One of the initial criticisms of comprehensive Career Education you will find, if you have not already found out, is that it is just another name for Vocational Education. If we really believe that public education should be a comprehensive infusion of all the disciplines working together around a student's need, then we have to be sure that we communicate to the community that Career Education is definitely much more than another name for Vocational Education. Secondly, we believe that you decrease the degree for success if you assign the responsibility to someone that does not have direct access to your superintendent or your college president. The only way the School-Based Career Education Program is going to have power to develop and survive is to make sure it is plugged into a power source. In Los Angeles, we have plugged it into the Deputy Superintendent, Mr. James Taylor, to whom I am fortunate to have direct access on a daily basis if necessary. This organizational structure may not be too significant to some of us here. When you realize we have over 60,000 employees and that one guy can knock on the door of the Deputy Superintendent every other day with a problem, this is a significant decision for the Board as well as for the Superintendent to support. It is our opinion that this arrangement would be wise to consider no matter what the size of your school district.

Our primary objective in Los Angeles is to develop a K-12 system that insures that each child will have the opportunity of becoming totally aware of the full world of work by the time they exit the sixth grade. During grades 7-9, we hope they have an opportunity to explore various activities which represent career clusters representative of the world of work. During the 10th, 11th, and 12th grades, we hope they will enter into a "Career Preparation Program." This is when the student completes any appropriate college entrace requirements if that is the career direction the student chooses. In Los Angeles, The Board of Education has adopted an additional requirement--the attainment of a proficiency skill. If Comprehensive Career Education is a viable concept, and we think it is, then every student, whether he goes to college or not, should be required to gain a salable skill at the job entry level which relates to his ultimate career objective. Therefore, if Johnny is going to be a brain surgeon, and he is taking chemistry, Spanish, and trigonometry, we say that it is not wrong for him to gain the skills at an entry level to be a nurse's aide. He should have the opportunity to smell what a hospital is like; to hear sick people; the opportunity to "rap" with nurses, with the receptionists, and possibly with doctors. In that way, he will better gain a true feel for the career that he is moving toward. That is why the findings of the employer-based

model is so important to the refinement of the school-based models. This is the one way we are going to gain functional articulation which will really provide "kids" with relevant career opportunities. We believe that when he exits our schools, and notice, that I did not say graduates, he has (a) an entry level salable skill, (b) a career direction, and I did not say career decision. He does not say that I am going to be that, or that, but rather that is the "cluster" of careers toward which I would like to move, and (c) he knows what the next step in his career development program is whether it is a community college, an apprenticeship program, the military, a job, or entrance into a university or college. To accomplish this, an essential task is to develop some kind of a reference grid. We have to identify what the appropriate goals and objectives are that all students should be exposed at each grade level.

That brings me to one of the other fine questions that was stated: "How do you bring together all the different kinds of teachers, history, English, science, math, shop, etc? How do you get them involved?" The other questions that this deals with is, "Who determines the standards of accountability? How do you do it, and by whom?" Our approach was initially to identify about 33 teachers, administrators, counselors, parents, and some students to get together for one month. We broke them into curriculum groups focusing on grades K-3, 4-6, all the way through the 12th grade. That may not sound too thrilling but the groups started looking at each other and found that a physical education teacher was sitting next to a music teacher, who was sitting next to a history teacher, who was sitting next to a principal, who was sitting next to a student. What we then did was provide them with a starting point. We thought in early September that Career Education was made up of about 8 elements; that is, career awareness, self-awareness, appreciations and attitudes, decision-making skills, economic awareness, skill awareness and beginning competency, employability skill, and educational awareness. We took these eight elements and designed a matrix consisting of cells or blocks. On the vertical axis, we had the eight elements; and on the horizontal axis we had grades K through 12. Then the committees tackled the elements one at a time. Each committee attempted to identify via a group process appropriate goals that they thought could deliver each career education element. They listed their goals. Then they identified what performance objectives they thought would be appropriate for students to reach.

Normally in public schools, at least in ours, we say that is a pretty big job. You want to do that for every grade level? The whole thing, all 8 of those elements? What we developed were 4,500 performance objectives about 3,000 goals and 32 themes. Frequently, in a school district like ours, we bring on a task force "downtown." They will work there for an extended period. We had 18 working days to accomplish this task. One of the immediate reactions was "We can't work for 8 hours a day. We're teachers; we are use to 6 hours a day." Here was a new insight into the world of work "AN EIGHT HOUR DAY!" That did not come from the industrial arts teachers. It came from we, the history teachers, and we, the English teachers. Then, of course, the other thing was "You are only giving us 18 days. This is impossible." So we said, "Let's see how far we can go." And as a result of being involved and seeing their objective, we feel that we generated the best curriculum matrix of all the six model cities. We did it! It was amazing to see that teachers in Hackensack, Pontiac, Mesa, Atlanta, Denver, and Los Angeles think very much alike. We came up with a national matrix of goals and objectives which you will have at your dis-

posal in about 2 months through ERIC (the Center for Vocational and Technical Education at the Ohio State University). You can use that as kind of a target. You can throw darts at it. You can say, "Well, they thought that, but we don't like that. We want to do this." The one thing it will do is give you a starting point. As you start to look at your school or your department, you will begin to see what other teachers think are appropriate goals and objectives for students in a Comprehensive Career Education program. That was our first big effort, involvement of teachers, administrators, and so forth. One other important thing, we found that history teachers, shop teachers and physical education teachers can communicate.

With all these goals and objectives our next major task was to determine how to deliver? We already had course outlines in the first, second, third, fourth, fifth grades, etc. We assumed that much of what we had been doing since the birth of public education in America must be good. We made a detailed analysis of what we had in place. We asked ourselves, "What curriculum units do we have that seem to indicate they can deliver the goals and objectives as identified by the teachers, educators and parents of our community?" In Los Angeles, we identified out of thousands of instructional units about 450 which could be modified to deliver career goals and objectives. That was the first cut. We finally identified 27 units which we thought were worth reworking to deliver the goals and objectives of Career Education. That was our second major task.

Our third task was to design a unit format. We said that units should have this, this, and this; and by the time we got done, we identified over 300 different items that must be in a quality Career Education unit if it is going to be meaningful. Our curriculum developers are outlining these units right now. Nine of these units are being pilot tested in the summer school program right now. If they are determined to be relatively good as a result of this pilot test, they will be refined; and we will arrange to install them in our target schools. To proceed with our involvement plan, everyone is familiar with the idea of rewriting a unit on offset lithography, or a unit on music appreciation, or a unit on the westward movement. Normally, what happens is that you pick out several of your best teachers in the district or your university, and you put them into a little think tank. An advisory committee comes in several times to review their work. In the 50's and early 60's, we were able to get an endorsement of what we did. Very seldom did an advisory committee come in and say, "That is really bad. You have been working for six months, and this stuff isn't any good." That is what they do now. They really do advise you. As a national model, we cannot afford to develop a poor quality unit which teachers in the field will not accept. In an effort to avoid that, we have developed what we call Internal Performance Contracting procedures. We have found this procedure provides a unique in-service function; teachers increase their value of accountability, and performance objectives in disciplines other than the vocational area. It also provides a chance for participation of any and all teachers. Instead of contracting out to Westinghouse or General Electric or some outside firm, we gave the option to the teachers. We said, "Here is a goal; here is an objective. We want you to develop a lesson." If the unit involved the history department, we would call the history department together

from the high school. During one of their regularly scheduled faculty meetings, we would say, "Here it is. Anybody want to take a risk? If you want to take a risk for every hour of instruction you develop that is acceptable to us, we will reimburse you 10 hours for preparation time." What we have now is over 180 teachers developing lessons for all grade levels and subjects. Every lesson is so different that it stimulates a wide variety of teacher activities. And so, for less money, we are getting a unit developed for something in the neighborhood of $14,000 to $16,000 for every 45 hours of instruction. We are saying a unit, at this time, is around a 45-hour segment. We are more cost effective than we used to be; we have more variety in our units; and we have increased the involvement of teachers considerably. In September, we anticipate a significant expansion in curriculum development procedure.

Another task we have been involved with in Los Angeles is a conceptualization of the clustering. As Dr. Rue Harris said, "There are 15 clusters." The first thing we asked along with the other five cities was, "What do you mean 15 clusters?" We felt that it was not appropriate to think of redesigning the curriculum for first grade around 15 career clusters. Clustering at that level we felt would not satisfy their basic educational needs. It didn't make sense. Our approach is not well grounded by firm research data, but it makes more practical sense. We said that in the K-3 level it makes sense to us that if we are going to assist a student to become aware of the world of work then the simplest division of the world of work in our economic system is in two categories, goods and services. We are asking the curriculum to focus in on helping the children identify the differences between goods and services. The movie that Mr. Paul Peters brought really hit that beautifully where they were asking does a postman provide a service or a good? It turned out that baker was a goods producer and the postman was a service producer. That analysis is what we want to infuse in grades K-3. We have units under development and in pilot testing that will deliver those right now. As the child becomes a little more sophisticated, therefore, the curriculum must become more sophisticated. In addition to reading, writing, arithmetic, and all basics, we will provide a five cluster system for grades 4-6. The five awareness clusters that make up that period of time are industry, commerce, social services, services, and the arts. Children will focus in on these five different areas as they progress through their curriculum. If your training is in elementary education or you have studied elementary education, that's probably not too significant and may not seem to be a big change. When we consider the junior and senior high school programs, then we begin to see that we are really cutting off more. We are saying that in the 7-9 period we will provide a twelve-cluster system. Each cluster would be an exploration unit of approximately 45 hours of duration and you could distribute in various ways in your school system. There is a lot of logic behind the clustering system we are using in the sense that it is applicable for the full-year program or for the traditional year program. It also permits a child in the 7th grade to explore four areas. Let us say that it is a 10-week exploration period. You can get 4 exploration clusters out of the way in the 7th grade. You can get four out of the way in the 8th grade, and of course, you can get the other four out in the 9th grade, therefore, the 12 career clusters cover the full world of work. These clusters focus on natural resources, transportation and communication, trade and finance, government, education, health and welfare, arts and

humanities, recreation, entertainment, etc. If we look at today's Junior High Program we see throughout America, and specifically in California, junior high is a time of exploration. Most everyone says, "That's fine--I agree. I want my kid to really explore." Everybody goes home and says when the PTA meeting is over, "My kid is really going to have a great time in junior high." When the child goes to junior high, if he is a boy, his exploration consists of wood shop, metal shop, print shop, drafting, sometimes agriculture and sometimes plastics where he gets to make a heart that he hangs around his neck. Girls, they really have a "wonderful" opportunity in junior high, they get to explore cooking and clothing. In our more extensive junior high programs, boys and girls get to explore music appreciation, art appreciation, and sometimes a few other things; but generally speaking in our typical junior highs, that is it! What we have really done is let the boys explore a portion of the world of construction and the world of manufacturing and the girls get to explore what "chauvenistic male pigs" think is appropriate, and that is, homemaking responsibilities. What we are really suggesting to the junior high program is that if it is comprehensive, both boys and girls must have the opportunity to explore the full world of work, and that is why the twelve clusters. We have just finished our first conceptional paper on what high school should be, and I think Washington D. C. may be nervous about it. When I say "our paper" I mean all six cities and Ohio State University. The concept suggests the need for a major revision of our American high schools. It would be a major evolution in secondary education and really that is what our commitment was when we signed that contract. Primarily what we are asking at the secondary level is that everything be modularized in high school and everything be built on a competency base. (This is really an exciting project because you can really dream.) It would be a child-center curriculum at the high school level similar to our existing elementary programs. If the school can deliver the kind of career preparation opportunities that are appropriate for each child as they relate to his ultimate career objective, it would be great. He could go into the class and get whatever he needs. This model is not asking for a billion dollars to replicate the whole world of work in every high school in America, which is obviously impossible. We are saying that we want to design a mechanism that will permit students to move in and out of the business community on a planned basis for the purpose of obtaining specific performance objectives and experiences that they really need. The implication of this kind of an approach requires the utilization of a very complex information system. Students in the career preparation phase of high school will require a series of appropriate experiences. The school's job is to coordinate the delivery of the general career education goals and objectives and specific students' career preparation goals to permit a child to move in the direction that is appropriate for him.

In the curriculum area, we are involved in the development of three basic kinds of units. We are developing what we call infusion units. Infusion units are similar to our present units but are performance based. The infusion unit is a unit that has been modified and massaged and redirected to deliver certain performance objectives, that teachers, parents and administrators agree are appropriate. Therefore, the infusion units does not require more time. First grade will still be just one year.

The second kind of units we are developing are discrete, identifiable Career Education units. Units at the elementary grades focus upon career awareness. We in Los Angeles are developing an awareness unit in the arts. There are five awareness clusters of which Los Angeles is responsible for the arts. The junior high program, these are separate, distinct units; and we have to get more time out of the curriculum to deliver these. To administrators that means one thing, something has to go. We are exploring several installation strategies for exploration units in the junior high. One strategy which may interest you involves first identifying the array of performance objectives that must be delivered if a student is going to explore a specific cluster such as "recreation and entertainment." The student should learn what kinds of careers are in the areas of recreation and entertainment. Obviously, there are some communication objectives that have to be delivered and some historical objectives, some scientific objectives, and some mathematical objectives. What can be done is to distribute this list of performance objectives to the various academic disciplines covered in a junior high program. You now have a coordination problem of saying, "Okay, during the second week English teachers who have group A (and that group is the one that is in the entertainment and recreation unit) will deliver these performance objectives at the same time the science teachers are delivering their performance objectives, at the same time math, etc., etc. This approach requires an increased instructional mangement system so that the administrator can bring the faculty together, a comprehensive faculty, then as a team coordinate their instructional program. Early results of this approach indicate that it is a feasible approach which warrants more research.

There are all other segments and groups of people in your system that you have to bring along. We have standing committees, ad hoc committees, special committees, and school advisory committees. Our project has several major tasks: curriculum, support systems, evaluation, guidance, etc. For everyone of these tasks we have a standing advisory committee that convenes no less than once a month. The composition of these committees comprises the keypower decision makers in our district and community. We have ad hoc committees for special purposes. For example, in our career preparation, the vocational portion of our project, the question of how to predict what the labor market will be is of major concern. The community is asking us. "This Career Education is a great idea, but why train kids for jobs if there is not going to be any jobs out there." Some of the answers we have been trying to give involve the statement that it is better to have some employability skill even though the schools cannot guarantee employment, than to have no skill. Many community voices are not willing to buy that rationale. If we are going to move in the Career Education direction , it is a serious consideration that we must be prepared to solve. Therefore, we use ad hoc committees to help us in predicting what the manpower trends are so that we can better identify valid career opportunities. We have to make sure that there is going to be a high demand for specific jobs; we have to make sure that the student has a sufficiently high interest and ability; and we have to make sure the school has the physical capabilities of delivering appropriate educational services. We have several special committees. One special committee not formed yet will be a superintendent's council (not an advisory committee) but a council of men and women, hopefully like Admiral Horne and other leaders in the Los Angeles area. These people will

meet with our superintendent probably every other month. I will function as a resource person, pass on information as to where the project is and where is it going. The biggest problem we have found in everything we have done to date is--communication. There is no way that you can get enough information out to people . As soon as people find out what we have tried and where we are going, they are with us; a vacuum of information is detrimental and that is why the superintendent's council is so important. A second special committee or a series of committees is what we call in Los Angeles "Project 70's--Community Alliance for Career Education." It is new, but it is starting to show some real promise. It is a consortium of about 65 major corporations that serve and make their livlihood in the Los Angeles metropolitan area. We have said, "If you really believe in Career Education then stop talking about it and start doing something." By doing something, we do not mean sending brochures about how good your corporation is fighting for a better environment, we mean real active participation. They responded by requesting, "Tell us precisely what you want and we will deliver it to the best of our ability." We identified four immediate areas in which we wanted help. We asked for these four areas for two reasons: (1) we really needed the help, and (2) we were not really sure they were going to come across. One request was to provide 22 counselors with jobs this summer so that they can begin to gather up-to-date career information about the career opportunities in various corporations and companies. The second thing we asked was that 150 business volunteers tutor students in the 10 CCEM schools. Thirdly, we wanted to start developing career information formats and resources so that we could update our guidance information concerning what really goes on in the world of work. Fourthly, we requested 350 jobs for our high school juniors and seniors this summer. These requests were made about two weeks before school was out. We thought, okay, they are either going to do it or they are not; and if they are not going to do it, let's find out about it now and not go to those meetings any more. Well, they tricked us. We now have 12 guidance people employed under a special independent consultant contract in various companies. There will be another 12 during the second half of the summer. The duration of employment is one month. They are assigned to corporations based on the 12-cluster format so that each guidance person when he is done with his assignment will come up with a final report of his activities in, let us say, the entertainment and recreation area, in the natural resources area, or in the construction area. The second thing they fooled us on is the 150 volunteers. They came up with 190 volunteers in one and a half weeks. Boy, were we caught short! How do you match 190 volunteers who want to start tutoring on Tuesday night? "I want a little kid; I want to teach him how to read; and I want it right now!" Regular school was out, and we had people on summer vacation which really cut our communication ability to match 190 eager tutors with 190 students who wanted and needed tutoring during the summer. Believe it or not, we are doing it in two phases. Starting Monday of this week, we had 82 business volunteers tutoring students in junior and senior high in the areas of math, science, reading, and everything else as well as come of the students just rapping with an accountant, for example. We sent them through a two-phase training session of about 4 hours per session at the Board of Education on the anticipated students' attitudes and values; how they might react; and what are the do's and don'ts with working with juveniles.

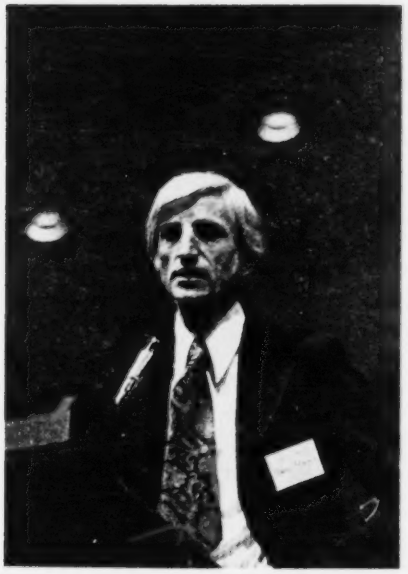
We have some legal things that have to be worked out and watched very carefully. The career information tasks which we requested have been deferred until September. They indicated they could not deliver that information at this time on such short notice, but we are moving on it

in September. We gave them four objectives. They came up smelling like a rose in two of those areas, and I am confident they are going to meet all four in the future. With Project 70's, there are a whole series of committees. Every committee is made up of businessmen and it is chaired by a business leader. On each committee, there is at least one education resource person. On the administrative sub-committee of Project 70's, we have our deputy superintendent and this committee addresses itself to certain problems such as budget. We can turn to this sub-committee, which is made up of economic experts, for special help and support. They come in, review our budget, and make recommendations. The value of this linkage is that there is no information vacuum. Here is our communication link between the business community and the public schools. When we have a problem, it is very easy to get a leading businessman to agree that we do have a problem because they have been a part of identifying and diagnosing that problem. Other sub-committees are the work experience committee, the career information committee, the guidance committee, and the interface committee. We are getting all the agencies in the big cities to cooperate. Free office space is being set aside at United Crusade, just to house the staff that the business community is supporting for the purpose of making Career Education work at least in Los Angeles. I would like to explain the project's linkage to one more type of advisory committee. Every school that we now have has a school advisory committee made up of 75% parents, and 25% school people. In 9 out of our 10 CCEM schools, we would be proud to take anyone there and illustrate how people from the community are working with administrators and teachers in running their schools. In one of our schools this relationship does not exist. In this one school, over 90% of the committee consists of administrators and teachers, and there is one token parent. That happens to be a very important school and so we have some very important challenges to face there. The advisory committees are really powerful. They are not worried about coffee and doughnuts, cookie drives, candy sales, or a surfing movie. They are worried about what is going on in their school and they want to have a part in it. They are key people, and we have one person on our staff whose sole job is to work continuously with them. He's what we call a human-factor supervisor and he goes to those meetings, and finds out what their problems are, and makes sure that they are involved in our process. So the standing, ad hoc, the special superintendent's committees, the Project 70's committees, and the school advisory committees are other ways in which we are trying to the best of our ability to involve as many people as possible in the development of a Comprehensive Career Education System.

Other kinds of involvement, of course, get into the area of higher education and community colleges and things of that nature. Dr. Gordon Funk is here from California State University at Los Angeles. I like the sound of "university"--that sounds good. With that particular university, we are entering into a sub-contract to pilot test two special programs. One is designed for administrators who are anxious to install Career Education in their school and the other pilot test will be for teachers. There will really be two more; there will be one for elementary teachers and one for secondary teachers. The one in administration has several units that we have delineated. They involve: What are the strategies for infusing Career Education in your school; How do you involve the community? (That is a scary thing for a lot of administrators.) What does accountability mean to you and do you develop the necessary

strategies which result in acceptance by your teachers? In the course designed for teachers, focus is given to writing lessons that deliver performance objectives; how do you really use evaluation constructively in refining your instructional program so that you can be proud of the accountability that you are going to have to face? We are working with the higher education people both at Los Angeles State and Domingas. Northridge's economics department is trying to figure out other ways of predicting manpower projections. UCLA has helped us a great deal in many things. We are working with our community colleges. We are also expanding into the adult and continuing education area under the public schools not under the university area. We have prepared and submitted special proposals to expand career education to meet the needs of the blind, the deaf, the hard of hearing, as well as the handicapped. We are interested in developing ways to utilize our new television channel in Los Angeles schools, Channel 58, and we are hoping that we can modify some of our guidance units to deliver some career information through this media.

The acceptance of the concept by teachers is growing. The acceptance by the community is very strong with the exception of these questions I have previously mentioned. Our answers to these important questions have to make sense to the brown, black, and Asian communities. We have ethnic commissions in our city school system with which we attempt to have open communication. In fact, the Asian Commission is where half our staff is working this summer because we do not have enough office space. We think Career Education is making it. The support that is starting to be generated is really something else. It seems that public education and educators are hungry for something new, something that does something for kids, and something that binds the community together both politically and racially. It seems to us, at this point, that Career Education is the vehicle; we are putting our flag on it and we are going to sail as long as we can because we think it makes sense.



EMPLOYER-BASED CAREER EDUCATION MODEL

Dr. Robert Peterson
Program Director, Employer-Based Career Education
Far West Lab for Educational Research and Development

Employer-Based Career Education is one of the four Career Education models described by Rue Harris. The Far West Laboratory for Educational Research and Development, Berkeley, is developing and field testing an employer-based program in Oakland, California. The program will start with approximately 25 students in September and grow to 75 in January.

Dr. Harris indicated that Career Education is not really new. It is not only not new, but it represents an attempt to recapture some things about American education that were good but have somehow been lost. Lost not as a result of anything that the educational establishment has done, but lost as a result of some very profound social changes that have occurred in this country.

The consequences of this loss have been to impose requirements on the educational establishment that are often unrealistic. The USOE film on Career Education alludes to three elements that have traditionally played an important role in educating our young people in this country. They are the school, the home, and the work place. The film seemed unnecessarily nostalgic when it presented these elements as if they really were unified and working together. I don't believe they are. Actually, history has caught up with us and education has been dumped into the laps of a formal educational establishment. The extent of this shift is much greater than it should be and greater than the schools themselves should want it to be.

Two of the elements, the home and the work place, once played vital roles in educating our young and helping them to become adults. They have more or less disappeared from the scene. The point is that people used to spend far less time in formal schooling than they do today. Recent figures indicate that during the past 60 years, the amount of time that we spend in formal schooling has more than tripled.

What were kids doing 60 years ago; how did they become adults? It wasn't all failure. There were some pretty good people 60 years ago and

American history indicates that some very important people obtained an adequate if not superb education in a system that did not lay as much stress on formal schooling as exists today. Sixty years ago, prior to some very drastic social changes, the home and the work place did play the key role, the dominating role in educating young people in this country and helping kids become adults. Girls worked in the home with their mothers, sisters, aunts, and neighbors. The boys worked in their father's shop, the farm, or with adults in other shops. The boys and girls who spent a lot of time doing things as active participants in the adult community not only learned how to sew, cook, build, repair, sell, and manage--all very important career skills from an economic point of view--but they learned something even more important. They acquired some skills and attitudes about the way they looked at themselves, at other people, at social institutions, and at life in general. These experiences had a tremendous impact on influencing the kind of people that they were and were to become.

Americans have traditionally respected, even revered, this kind of practical education, as evidenced by expressions of endearment from middle America, such as "the school of hard knocks", "live and learn", and "experience is the best teacher." We academicians have always been under fire from the public at large as being nothing but the product of book learning. We are the product of the formal system of education, rather than the older system which involved the real world.

As mentioned earlier, the transition was brought about by the Industrial Revolution, massive redistribution of population in the United States, more recently the liberation of women--these have led to some very grotesque changes in the role of the family and the role of the work place. Young people now spend less time at home, which someone recently said shuts down during the day, and less time in the work place, because the adult work has become too complex to let them explore. As they spend less time out in these places, they spend more time in classrooms. The result is that young people have been isolated from the world in which they are very shortly going to be asked to live, prosper, and lead productive and fulfilling lives.

Young people are asked to get ready for the world through vicarious experiences, not through direct involvement of seeing, feeling, touching, smelling, and hearing that world and being a part of it through associating with adults. Most unfortunate of all is the fact that there arose two worlds where only one had existed before. There is the world of students at school and the world of adults.

Not long ago, no more than a hundred years, pernicious distinctions between those two worlds were not being made. But today learning has become an activity associated with one of those worlds, while natural human behavior is associated with the other world. This is an unfortunate distinction, but one which I believe does exist.

This brings us to Employer-Based Career Education which is a possible answer to the dilemmas I have described. In the spring of 1971, Commissioner Marland and others at the United States Office of Education announced

plans and described potential models for Career Education, one of the models being employer based. If you read the commissioner's speeches and review other USOE documents, you will find that in respect to this model, they were saying that young people ought to be readmitted to the adult world, and the work place should be reinstated as a vital element in the education of our youth. Based upon this belief, the Far West Laboratory at Berkeley is attempting to implement an employer-based model in a given community.

Now, what does it mean to be employer based? The answer to that question has at least two parts. First of all, it is employer based in a sense that the employer community will provide the settings and the resources that will make up the learning opportunities for students enrolled in the program. The students will be learning in employer settings. We define employer quite broadly. It means both public and private employers including profit and non-profit institutions. When we speak of employer settings, we mean in addition to the work place, all other kinds of community activities that have to do with social action, museums, recreational activities, etc. The employers are the heart of this program in that they are providing the principal and the primary settings. Keep the broad definition of employer in mind--the program will reach into a wide variety of real life community settings.

The second aspect of the employer-based concept is that employers as a group will govern the program. They will set policy and control the resources used to successfully execute the established policies. Other major characteristics of Employer-Based Career Education are:

(1) Most of the learning will occur in real life settings, settings not contrived expressly to provide educational content for a student. The activities exist because they fulfill a real need of society.

(2) EBCE is a comprehensive program in that it will attempt to satisfy the individual student's needs with respect to intellectual, social, and personal growth, as well as vocational and avocational preparation. Comprehensive is emphasized to show that it is not intended to be just a supplementary program, where the student spends four hours or a half-day with employers, and the other half-day somewhere else--like a school setting. When a student is enrolled in an employer-based program such as the one being implemented by the Far West Laboratory in Oakland, it means that the program has the full obligation and responsibility for that youngster's education during his enrollment in the program.

(3) Cognitive growth within the functional context of a real life activity, in most cases a work activity, is a basic premise of the Employer-Based Career Education model. This is a hypothesis that we will attempt to test this year by making a valiant effort to demonstrate that it can, in fact, occur.

(4) Another important characteristic of all employer-based models is that the educational programs for each youngster will be individually tailored to that youngster's needs, aspirations, attitudes, and abilities. This is a common statement, one that is repeated by most people having something to do with the education of the young. We're very serious about this concept and intend to obtain information about each student which will help us tailor the program to his particular needs.

(5) With respect to the curriculum, we have established general statements of goals in each of four major domains. We have stated that every youngster coming into our program will achieve a certain amount of growth in the intellectual, social, personal, vocational, and avocational domains.

We have had to ask ourselves where the line should be drawn, to what extent is everyone lock-stepped into pursuing the same set of goals even though it might be at a different pace and by a slightly different technique. These goals, at the level where they are common to all students, are rather loosely stated and probably not at a measurable level since they do not have a high degree of specificity. From those common goals, we will attempt to plan the individual program for each youngster. The common goals will lead to specific goals or objectives which are measurable, understandable, and permit each student to relate back to the broader (common) goal. Each youngster in effect will be pursuing educational objectives that have been tailored to his particular interests, needs, aspirations, pace, and style of learning.

(6) The program is non-exclusive. That is, it is not for any particular subset of students in the ordinary junior high school or high school population. The age range specified by the U. S. Office of Education is 13-18, the usual junior high to high school period. Other than this age limitation, the program is non-exclusive.

It is non-exclusive with respect to achievement levels, both past and predicted. We deliberately want people who have been making it in the schools. This is not a program for a particular group of students, such as dropouts and underachievers. We will have dropouts, or former dropouts, in the program. We will have people whose records show that they are underachievers, and others who are very high achievers. We will have youngsters who are determined to go to college because they have a particular profession in mind. We will also have students who are not inclined toward going on to college. We believe we are obligated to accomodate all these students since USOE has stipulated that the program must be non-exclusive. That's a special challenge.

> There is a special challenge to make this program attractive, not only to college-prep students, but also to those students who are ready to opt out of the educational establishment at the 'drop of a hat.' Many are not making it and they don't see the relevance of our educational system. We also want to get those students who may be internally opting out or turned-off about school, but who are going along with whatever the pressures are that permit them to make it in regular school.

A final and important responsibility is to make the program cost comparable to any other widely used public school program. It will not be cost comparable in the first one, two, or three years of operation. There are a lot of beginning and, hopefully, one-time, developmental costs that will raise the per student cost up well above the norms around the country. As a designed goal, we are trying to make trade-offs to bring costs in line with what it now costs to educate students through other programs.

There are four sites that will be implementing employer-based models this fall: One will be in Philadelphia and is being developed under a USOE contract to Research for Better Schools, Inc., Philadelphia. Another EBCE model in Portland is being implemented by the Northwest Regional Educational Laboratory; the program in Charleston, West Virginia, is the responsibility of the Appalachia Education Laboratory; and the Far West Laboratory at Berkeley has a contract to implement a model in the greater San Francisco Bay Area. This program is being initially implemented in cooperation with the Oakland Public Schools and is located in downtown Oakland.

Just a word about some unique characteristics of the Far West Model. As we planned the model, we asked ourselves, "What is it we want to achieve from the student's point of view? Why are we trying to put them through our program?" We identified, as a desired outcome, that graduates should be reasonably capable of surviving in the modern world--surviving in a variety of ways: economically, psychologically, socially, and biologically. This outcome implies the four major domains mentioned earlier.

When a student successfully completes the program and is ready to go on to the next phase of his life, we hope that he will have chosen a career path. We would like to say "chosen wisely", but how do you measure wisdom in this regard except by long term follow-up of success and achievement. Even though we can't say "wisely", we can specify that his choice will be based on some direct experience with, hopefully, a large number of career clusters. His choice will <u>not</u> be based on the toss of a coin, by vicarious experiences, or by just reading about it. For example, a graduate might have chosen to enter the health field because he has had a number of enjoyable and successful experiences in health occupations during his EBCE program. He tried a number of other fields where he thought his interests lay, but discovered they did not suit him. His health profession experiences were interesting and challenging to him. He's determined that health is where he is headed. Now this would be a successful career choice, at least as an immediate one.

After graduation we hope that each young person is equipped to pursue the career path he has selected. By pursue, we mean he may directly go into the work force, or he may go on to community college, or he may go on to advanced technical training, or he may go on to a four-year school seeking a baccalaureate degree. The exit activity for each student will vary, just as the programs will vary for each student.

Our program lays tremendous stress on one element in the planned educational process, the resource person. He's a person out there, outside of the educational establishment and in the world of work. He is a person who has a skill, a special knowledge, or maybe just a very well-developed interest that is worth passing on to somebody else who might have similar aptitudes and interests. He's a capable person, who could serve as a good adult model for a youngster. He must be willing and highly motivated to work with youngsters. This resource person or mentor, as we sometimes call him, is the key to the success of our program. We know these people exist since we are finding them. We believe they exist in sufficient number to sustain the program. We are building our program on the establishment of a relationship between each student and a series of these mentors or resource people.

We recognize that this arrangement is a major departure from past attempts at industry/school cooperative efforts. The normal industry/school cooperative effort is an agreement that has been carefully nurtured and established by an economic institution on the one hand (a corporation) and a school district (an educational institution) on the other. The Chairman of the Board and the Superintendent of Schools may have an excellent understanding of the student and his place in the program. The rapport and cooperation between industry and education is often excellent. Unfortunately, by the time we get down to the student--what he is doing in the program and who he is doing it with--the outcome is often a completely different story.

We recognize the problems associated with the traditional approach and are trying to reverse the order--and work from the inside out. We realize that we must have the cooperation of the corporation or employer. The cooperation in our case consists primarily of giving us access to some of the people resources that they have in their organization. We then go into the company and seek people who have the qualifications previously described and have a strong desire to participate and make a contribution to the education of young people in the Oakland area.

I would like to share an interesting curriculum development problem we face in Employer-Based Career Education. In conventional curriculum planning, we first start with a need assessment, then identify goals and objectives and then specify the desired learning environment. We look at optional ways of reaching those goals, and then select or fabricate an educational environment for the students. We then expose the student to the educational environment fabricated to fulfill educational goals.

With EBCE we are faced with the need to establish a new process. We are saying that what needs to be learned and what is worthy of learning is out there happening <u>now</u>. We are not going to contrive it or fabricate

it, and we are not going to force it to happen. It is happening at this very moment. Therefore, when we start talking about curriculum development, it becomes a process of discovery and mapping and not a process of developing or fabricating. At the present time, we have people out in the business community discovering what's going on, talking with potential resource people, finding out what activities they are engaged in, what skills are required to successfully engage in those activities, and what educational outcomes might derive from youngsters becoming active participants in that activity. As we discover and map these things, we are building our curriculum resources. We recognize that we will not discover everything and will have to supplement the program with artifical activities. We expect these to be an absolute minimum and will use them only when real experiences are not available.

Employed-Based Career Education is the most exciting thing to happen to education in my memory. I think it's possibly the most important development in existence. The only reason I throw in the "possibly" is because we have a good change of failure. I believe the concept is sound. It shows real hope for the future for anyone who believes that real change is needed in American education. However, since EBCE represents real change and because there are some important and tough socio-economic and political problems associated with its implementation, we must admit that we have a good chance for failure on all four sites. However, the total pay-offs and potential progress for education justifies the total effort.

A SEARCH FOR RELEVANCY--CALIFORNIA PLANS FOR CAREER EDUCATION

Mr. Paul Peters
Chairman, California Career Education Task Force
State Department of Education

I would like to extend to each of you the greetings from the State Superintendent of Public Instruction, Dr. Wilson Riles, and the State Board of Education.

We had several questions asked by the coordinator of activities today. Several of these were as follows: What evidence do we have that the concept will be here for sometime? How do we know if educational process will function any better? Can all elements of society cooperate? And, how are we going to accomplish the mission of massive retraining of our teachers?

Having traveled throughout the state, and having talked with many educators, students and members from the business-industry community, they always seem to say the same thing--we need to reform our educational system--we need change! Why? What is wrong with the system that we have today? Is it not doing the job we keep hearing that it is, but why must we have it? I thought, maybe, I would leave with you some concerns that we have at the state level, and I am sure these same concerns exist at the local level.

We know that if we look at our high school graduates of California, that about 15% of all youngsters that enter the University of California branches do not complete their sophomore year. We know that about 32% of the students that enter the state colleges do not complete their sophomore year. In a study that I read just last week, over 50% of the youngsters enter the community colleges and do not complete their first year, and over 50% of our high school students go directly into the world of work. These are some of the concerns that we have. There are others. As we look at advancing technologies, we need to gear up an educational system that is flexible enough to meet the demands of the changing technology. For example, if we look at the goods that were produced and will be produced in the next decade, 60% of the goods

or products that will have to be invented were not invented a year ago; they are yet to be invented. We know by the year 2000 that 2/3 of our kindergarten youngsters will be in occupations that have not even emerged at this date. We also know that within the next 8-10 years there will be an additional 9,000-10,000 occupations that will emerge. This means that we must address ourselves at the educational levels to meet some of these changing demands, some real concerns. Career Education might be one way in which some of the problems can be alleviated.

But first, the difficult task of defining Career Education is necessary. I believe if we begin to look at Career Education as a central theme or a focal point through all curriculum, maybe, the wrestling job would not be quite so intensified. Finding a suitable definition is difficult because it means one thing to one person, and something else to another, depending upon the community or individual.

To give you an idea of the history and the priority of Career Education within the state, the superintendent decided a year ago that he had nine major priorities, one of which was Career Education. He appointed a task force of which I was appointed to direct. To indicate to you the high priority, we are attached directly to his office, while other task forces have to go first through an assistant superintendent of instruction, second through deputy superintendent of programs, third through the deputy superintendent, and then, eventually to the superintendent of public instruction. The task force is unique in that it is a departmental task force. Now, what does this mean? Basically, it is a two-year duration task force. Our charge is to develop a model which can be bought for Career Education and recommend it to the superintendent's office with strategies for implementation and suggestions for legislation, if this seems to be necessary. When our task force was conceived, it had to be by developmental levels. Our task force spans the entire developmental area of early childhood through adult and continuing education. We have a person from early childhood education, upper elementary, junior high, secondary education, vocational education, guidance and counseling, and another from the community college level. These people have another task which is assigned from each of these developmental levels. They are laisioned back to their mother organization. What this means, in essence, is, as we have developments occur with our demonstration sites, they are attempting to keep the other members of the State Department of Education up-to-date on current trends and issues that develop. So, we can maintain a total multiplier effect.

I cannot speak for the federal level, but through the U. S. Office of Education, action with the source of funds that have come through and the four models under consideration, there is a good degree of a commitment there. You can see the commitment at the state level in California.

SLIDE PRESENTATION

Career Education Task Force

One of the first tasks considered was to set ten goals for the task force on a two-year period with approximately 50 objectives which are

available at the present time at the state level. You heard from Dr. Rue Harris this morning saying a lot of this is not new; it's been around for some time. The first task was to survey the nation and begin to see what is available on the shelf, in practice, and what's on the drawing tables. We have made a national search and have this material available in a resource center at the State Department of Education. You are welcome to come up at any time and go through it. We have also done a state survey and are constantly updating this material. We also have available the necessary literature through Research ERIC and the RCU at the State Department of Education. Our task force was originated last year; simultaneously, before we had a chance to determine what is the state of the art across the nation, we had to develop a letter of assurance for the commissioner of education--to obtain some federal funds. As a result, we immediately had to develop a support system for those districts and individuals that were interested in progressing ahead with the concept. This sytem consisted mostly of consultant services for those that required them. Probably, the most important thing that we have done at this point is trying to determine what is the criteria that we will see in the model of Career Education for the State of California. Bob Sampieri spoke this morning about the development process taking place in Los Angeles. The challenge that we had from the State Department was this: we must develop a system that will not only serve Los Angeles with 750,000 students but it must also serve the community of Emigrant Gap with 6 students. We needed to develop a framework that will encompass the total range. We also have to look at varied resources: financial, human, and physical. What we decided to do, when we selected our demonstration sites in 10 geographic areas, was to attempt to locate school districts that were in the process of activating certain phases of the Career Education concept. We identified 30 such districts; we invited 20 to submit proposals and selected 10 geographic areas. We felt in order to get to the grass roots in the State of California, we needed to involve the project site in this effort.

During our workshop in April, many administrators attended which included superintendents of curriculum, directors, vocational education directors, and curriculum associates. In the area of guidance personnel, school guidance counselors at all levels attended. Also, directors of guidance on a county and district wide basis came. We asked for teachers and had teachers from early childhood through adult and continuing education. We asked for students and had students from the upper elementary through the university level. We asked for community involvement and got anywhere from the P.T.A. chairman, board chairman, board members, or people who had been serving previously on goal setting committees. We then invited some people from the area of business and industry, as we felt that we needed to have the input to establish the criteria of what goes in such a model from this type of a background. These people came in for three days and worked quite hard. They came up with ten broad goals for students. They then went back to their respective districts, and we asked them, at that time using the multiplier effect, to include more administrators, more teachers, more students, more people from the community and begin to branch this out in their community to get community response and input. They were to return the information back to us at the state level, and we would begin the process of synthesizing this information. These 10 broad goals, with countless sub-goals, are available at

the state level. For those of you who may be interested in using these goals as basic parameters in developing your own programs, we will be happy to share them with you as long as you understand that they are tentative. They are not etched in stone, but could be used as guidelines.

We then asked the demonstration sites, these 10 geographic areas, 25 school districts involved, to go back and begin looking at some of the terminal performance objectives; what do they expect the students to be able to do at grade one, or at the pre-school level or at the community college level, or at any level. We are in the process at the present time of bringing these objectives back together, synthesizing, of getting them back to the district to polish them off to give you further clarification. If you feel you need something immediately, do not take them for gospel, these are strictly for planning purposes. Let me repeat again, what we feel would be representative samples from the State of California. There is a consortium at the demonstration sites located in San Diego County. We attempted to select districts with varying types of characteristics. We looked at K-8 districts, at union districts of 9-12, at unified districts, the community college districts, and a consortium of bases. In San Mateo County, we have 3 high school districts and 6 elementary districts involved in a consortium. They are all doing a certain component of the Career Education concept which they hope can be transported to each other on a transportability model and, maybe, with a period of 18 months to 20 months, they can begin to have it pretty well started in their own county. We have a school district that is a year-round school. We have other districts and schools that are on the open concept. Some are on modular scheduling, some are on modular flexible scheduling with computer, some are doing computer assisted counseling, others are doing work experience with computers keeping track of their youngsters. We have other schools that are using heavy input from multi-media, multi-century types of instruction. Some are using varying types of individualized instruction anywhere from learning activity packages, audio tutorial, audio-visual tutorial, or project planned materials, commercial packets that are available. We are also interested in work experience, that is, what types of work experience are available. We are looking at guidance services. We are interested in bilingual, bi-cultural types of programs. One of our sites has a career guidance center that is on a bilingual basis. For students that are unable to read the English langugage at all, or at a lower level, this center has started to develop materials on a bilingual basis. We are looking at districts that are coming up with a placement service which was alluded to in the film, and discussed by Bob Sampieri. We have some programs that seem to be coming along very, very well. This gives you a quick resume of where we are at the present time.

During the past summer months, these districts held intensive workshop conditions on a local basis. We allowed them flexibility in working with guidelines set by the Terminal Performance Objectives. In San Diego, they are currently working on the year round school for implementation at the elementary level. At this stage of the game, they are working on a curriculum, and are beginning to place these units of instruction for field testing and to do some validation along these lines. There are other districts that are currently writing curriculum materials and integrating them in their current goals and objectives. As an example, Covina Valley, one of our sites, has recently returned a plan

to relate the 10 goals that we have or as many of these goals as possible into their existing curriculum. How does it fit into science, mathematics, physical education, or the arts? How can you use it in vocational education and guidance and counseling?

Under the grant that we have received from the Office of Education, we had to assure them that we would use an independent party for evaluation. This group will come in and determine; did we meet the objectives that we said that we would meet so we will have an evaluation design? As you begin to look at these materials, our intent, as we progress through the next year, is that we will have the broad goals. We will give you the T.P.O.'s from the districts, and then we will list for you activities and resources that they use, and any evaluation that came along. This material is public domain, and it will probably be available primarily through ERIC. We are in the process of looking at some alternative models at the present time involving urban areas. We felt that we did not really address ourselves in replacing one of the model developments into an urban area. We have been working jointly with vocational education, model cities unit, at the State Department, and the Career Education Task Force. We are beginning to come into focus here as an alternative model.

If you would like to know where the demonstration sites are located, just drop me a line, and we will see if we can get a package to you.

I have attempted to give you a brief view of the Career Education movement in California and its program to date. Thank you.

INDUSTRY'S COMMITMENT TO EDUCATION-- INVESTMENT IN THE FUTURE

Charles F. Horne, Jr.
Rear Admiral, USN Ret.
President, Industry-Education Councils of America

Greetings. We have all heard a great deal about Career Education; its concepts, models, and pilot programs. The question before us now is "What does the world of work think about Career Education?" I can tell you that the world of work includes all types of business, industry, labor and government. Those who know and understand anything about the concept of Career Education, support it. Unfortunately, not enough of the world of work appreciates or understands what Career Education is attempting to accomplish. The problem facing us is how to communicate to the world of work what we are trying to do in the field of Career Education.

No one could be a stronger or more enthusiastic supporter of the basic concept of Career Education than I. I have been to Washington, Sacramento, as well as other places, talking with everyone about Career Education. I have proof that representatives of the world of work, labor, and management, are very enthusiastic. For example, the U. S. Chamber of Commerce is completely behind the concept of Career Education. The California Chamber of Commerce, of which I am a member of the Board of Directors and Chairman of the Education Committee, passed the following policy:

> The California Chamber of Commerce supports the concept of Career Education and the implementation of programs developed from this concept. Business and industry should actively support and participate with local school districts in a collaborative effort to maximize the impact of Career Education, particularly in teacher training, counseling, and work experience programs for all students. Elementary, secondary, and post-secondary educational institutions all should be actively involved in Career Education.

The Los Angeles area Chamber of Commerce strongly supports and endorses the whole concept of Career Education. Participation and assistance of business, industry, and labor is limited so far, as specific plans are only just getting started. The important thing is to get these plans going

and then to obtain business, industry, and labor's grass roots participation. It is not an easy task, but it can be done.

Today education has numerous problems. You know more about most of them than I do, but I already know plenty. The real problem is this: Industry and labor and business and the public do not know enough about education. I am sorry to tell you that the public image of education today leaves an awful lot to be desired. Most people say: We will not give more money to education until the educators do a better job. California has a joint legislative committee looking into goals and evaluations of education but the results are not clear. You all know what a tough time we are having getting enough money to just keep our schools operating properly. The management of education is being criticized by the public. There are special bills in the legislature requiring greater accountability for use of education funds and for results of education programs. How do we get the public image of education improved? How do we get the public fully supporting and backing what the educators are trying to do? I think we do it through the concept of Career Education. Let us get the word out to the people as to what education is really trying to do. Some of these good things are being done, but a concentrated and more effective effort is needed. Who is there that opposes career education? There are some, but the funny part of it is that those who oppose Career Education are mostly in education. Some academicians thoroughly misunderstand the concept of Career Education. They think Career Education is Vocational Education taking over all of education. This is not so, as you have heard. In my opinion, Career Education enhances, upgrades, and benefits academic education. In my own experience, those who have had work experience and know something about the world of work are far better and quicker at learning academic subjects and understanding the value of learning. There are many examples of how, when, and where work experience, knowledge of the world of work, participation, has greatly enhanced the individual's ability and interests to grow academically and to keep growing. Who else opposes Career Education? The vocational educators who still feel that Career Education is just another name for vocational education and that vocational education should run it. The important thing that you have heard repeatedly today is Career Education is a concept. It will be implemented in different places. It has to be recognized that Career Education is very comprehensive and extends from kindergarten through continuing and adult education. It must be recognized that the big thing about Career Education is that you do not slot students; you give them opportunity for their interests and abilities to be put together to achieve successes. You reach through and motivate the young people to want to do things and to want to learn whatever they are interested in and have the ability to do.

A lot of people have asked me "Charlie, how do you motivate young people?" I am smart enough to tell them I do not know; but I know, as a matter of experience, when we take unmotivated young people and put them in close mental, physical, and empathetic collaboration with motivated adults, that the result is 85 per cent of the time we get motivated young people and 15 per cent of the time we get frustrated adults. Motivated adults can withstand frustration; unmotivated youngsters cannot; and that's the key. You have got to find a way to motivate these young people so that they can withstand frustration. Motivation is the key, but there is a very important psychological question here. You have all

heard about the basic theories of psychology. You know about Freudianism and Behaviorism. Neither one has worked very well; but when you combine them and add the third force, the Maslow Theory, a good psychology based on self-responsibility and self-respect...it works. A great number of individuals, as you probably know, have been using this new psychology in many different places, and where it is used it works beautifully. That too, is a part of what we are talking about. Basic attitudes, social attitudes, understanding that there is a world of work and that it is fun, and that being useful to humanity is worth some real effort, are all matters that need to be conveyed to young people.

There are many examples, which presently exist, where things are happening. You heard this morning about Project 70's and I want to inform you that the program was initiated and developed by Pacific Telephone. Pacific Telephone is the one who really spent all kinds of time, money, and energy getting this Project 70's going. The result will be, as you heard this morning, that many young people will get excellent work experience and opportunities to make up their own minds through their own practical experiences. Another example, in old Pomona Valley, five school districts and eight Chambers of Commerce are working together and Southern California Edison loaned an executive, to help everyone organize and put together Regional Occupation Plan, and also, to initiate implementation of Career Education with the benefit, help and participation of business, labor, and industry.

I have been told by educators, not just by business and industry, that the real ultimate success of the whole concept of Career Education is to get business, industry, and labor involved, get them to understand, and participate. Who said that? Sid Marland, Louis Mendez, from Washington and many of my friends in Sacramento. How do you do it? There are various ways. First and foremost, education, administrators and teachers have to make up their own minds and plan. When the teachers and the administrators understand what we are talking about and agree upon a plan, then and only then can you go and get the help, participation and encouragement from industry and help to improve the public image of education. I have to tell you not to expect business and industry or labor to come knocking on your door. I do not think they are going to do that except in very unusual circumstances. Basically, the iniative is with you educators; that is where it has to start. What is going to make it a success or failure? What you do, what you plan, and how you do it. As soon as you have the concept, the plan, the program, the ideas, as soon as you can work together, as soon as our educators will quit fighting with each other and get together and work it out, then comes success. Then go get industry, go get business, and go get labor and start the action. You knock on their door, and they will participate and help. Bob Sampieri told us this morning that LA City Schools asked industry and business to do things and really did not think they would do much of anything. Industry surprised them by doing all kinds of things, even more than they were asked. Industry Education Councils, Rotaries, Kiwanians, Elks Clubs, and Lions can all help. They can all help your community where business, industry, and labor must all get together with education and work together. They can do a tremendous amount for education if you make up your minds first, then go out and ask them to participate.

I want to close by saying this: The new concept of Career Education, in my opinion, is something we have long needed in our country. It is the finest thing for the children and the citizens of our country that we have come up with in a long time. It is the great opportunity for people to be individuals and to learn early enough what their interests and their abilities are, putting those together and selecting for themselves the kind of work that they really want to do. Then they will enjoy their efforts instead of being pushed into the kind of work that they do not really want to do and would rather do without. To me, that is the concept of Career Education: individuality, real freedom of opportunity, real interest, and real motivation assisted by business, labor, industry, and education to come true. Many of you, who have been in the Navy or the Merchant Marine or just been to sea have heard that there is an old unwritten "Rule of the Road" that all seamen know. That unwritten rule of the road says:

When in danger or in doubt, run in circles,

scream and shout.

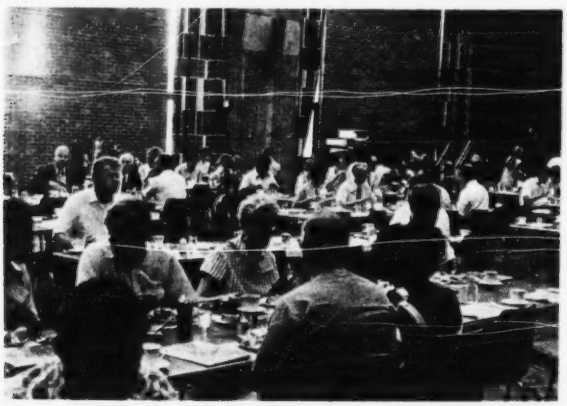
Now that is what too many people are doing today, running in circles, screaming and shouting, and what I say to you is education, labor, industry, and business should change that rule of the road to read as follows:

When in danger or in doubt, get together,

work it out.

DISCUSSION LEADERS

The following alphabetical listing represents the 25 individuals serving in leadership positions throughout business, industry and education, who acted as discussion leaders for the conference. Immediately following the listing are the suggested discussion topics which were given to each discussion leader.



Mr. Bill Allman.....*Counselor*
West Valley Community College

Mr. Orville Buesing.....*Coordinator, Vocational Education*
San Jose Unified School District

Dr. Dale C. Burklund.....*Director of Guidance*
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Dr. Katherine Butler.....*Department Chairman, Special Education*
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Mr. Woodrow Clark.....Senior Coordinator for Resource Center
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Dr. Harold Hailer.....Department Chairman
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Mr. Garth Hull.....Educational Programs Officer, NASA
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Mr. Carlos Molina.....Community Relations Specialist
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Dr. Earl Ricksecker.....Assistant Professor, Counselor Education
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Mr. John Sellarole.....Associate Principal
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Dr. Bill Schmick.....Component Director, Career Education Project
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Mr. Ralph Sylvester.....EPDA Fellow
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Mr. Chuck Tyler.....Counselor
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Mr. Stan Weiss.....*Special Assistant to the President*
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SUGGESTED DISCUSSION TOPICS

1. Formulate a definition of "Career Education" as perceived by your group.
2. What curriculum changes will be necessary to implement a comprehensive career education program?
3. Need, direction, and theme for future courses or conferences on career education.
4. What are some of the examples of career education in practice.
5. Is career education the answer?
6. How can all disciplines be involved in a comprehensive career education program?
7. What is your role in career education?
8. What are the appropriate strategies for implementation for a school system interested in the concept?

CAREER EDUCATION DEFINED

The various groups first attempted to formulate a definition of Career Education. Some groups did succeed in proposing a definition while others felt a listing of desired elements was more appropriate.

Career Education was defined by various groups as follows:

1. Career Education is that education that has as its goals the preparation of individuals to become aware, to explore, to participate, and to assist them to become self-supporting and contributing members of society to the best of their capabilities and desires.

2. Career Education can be defined as the act of providing each student with the processes essential for his general, social, intellectual, avocational, leisure, and vocational growth, so that he can better control and respond to and initiate change in his environment. Some characteristics of Career Education include giving students a reason for learning, and gearing the educational programming to each individual student's interests and abilities. The role of guidance for individual students should also be a part of the responsibility of education.

3. Career Education includes all experiences during a person's life that influence his decisions and vocations and avocations and the development of positive attitudes on his self-image, relationship with peers, family and community, and optimistic use of the rest of his life. This definition includes:

   a. "Hands on" experiences that will provide realistic involvement.

   b. Career Education begins at birth and ends at death.

   c. Safeguards must be included to prevent the repetition of meaningless, redundant information giving, considering individual levels of saturation.

   d. The relevance of formal education to the world of work must be established; formal education is but one facet of Career Education.

Another group suggested the following components for a Career Education definition:

4. Career Education is a process.

   It is addressed to the total life style of individuals.

   It must prepare students for mobility as adults.

   It must cover the entire spectrum - handicapped, age differentiation, etc.

   It must provide certain skills.

   It must try to make students as culturally free as possible.

   It should review unit instructions for the individual value systems and make people aware that values are involved.

   It must include the total community in planning and application.

   It must help students develop a positive self-concept.

   It must look towards future orientation when planning education activities.

One group attacked the question by responding to what they felt Career Education will develop in the student.

5. Career Education will develop in the student--

   Positive attitudes toward work, personal, social, and economical.

   An appreciation for work at its many levels.

Decision-making skills needed to choose a career and develop an attitude toward changing careers to meet the times.

The capability of making choices of career-centered goals, based on his own performance, interest and placement in courses.

A knowledge, skill, and necessary attitude required for entry, mobility, and success in a family of occupations.

A readiness to enter the employment scene (part-time to get through college) full-time for life.

A specific definition of Career Education did not emerge from this group but a statement of process did. This statement is as follows:

6. Career Education should

   a. Involve productive enterprise, home, and school as necessary agents.

   b. Educate the student for life itself as it relates to the world of work.

   c. Provide life-long opportunities for public and private educational activities (formal and informal).

   d. Permeate the curriculum, at all levels--be integrated into all instructional areas.

   e. Begin at bottom level and progress upwardly throughout the system.

   f. Allow instructors freedom to learn how to use media effectively to relieve humans for the human part of the process.

A goal for Career Education was suggested as part of a definition in one of the discussion reports.

7. Career Education should have as its goal to make youth aware of their interests and how to achieve their interests. The student should learn of his own potential, have the opportunity to develop that potential and then have knowledge, upon completion of his schooling, of what opportunities are available to him. The importance of a decision-making procedure which would allow the student to make reasonable career choices was stressed. This decision-making procedure should allow the student to compare his own knowledge, skills, interests with that which is required on various professions or jobs. The current decision-making system, it was felt by the people there, was a closed system consisting of a counselor or teacher who could

advise the student. The representative from business indicated he knew of no other decision-making procedure which provided such limited information. Theoretically, the student had access to only one person, his counselor, who could assist him in the decision-making process. This he felt was totally inadequate and the past performance of the students bore out his concern. Information about the real world appeared to focus on the curriculum that would exist in the school itself.

Another group felt that a definition of Career Eduation should contain the following points:

8. The educational program should be designed to "Educate for Change."

Career Education must be flexible, relevant, and understandable.

Career Education should focus on experience outside of the classroom and bring it into the classroom.

Much of the information in the classroom should be practical and real time information.

Great effort should be made to close the educational gap between what is taught in the classroom and "what is" in a life situation. Career Education should help to bring this about.

Career Education should include all roles a person will be involved in during his lifetime.

Career Education should prepare the student for out-of-school roles sooner.

Another group summarized and defined Career Education as follows:

9. There is more to a career than job skills.

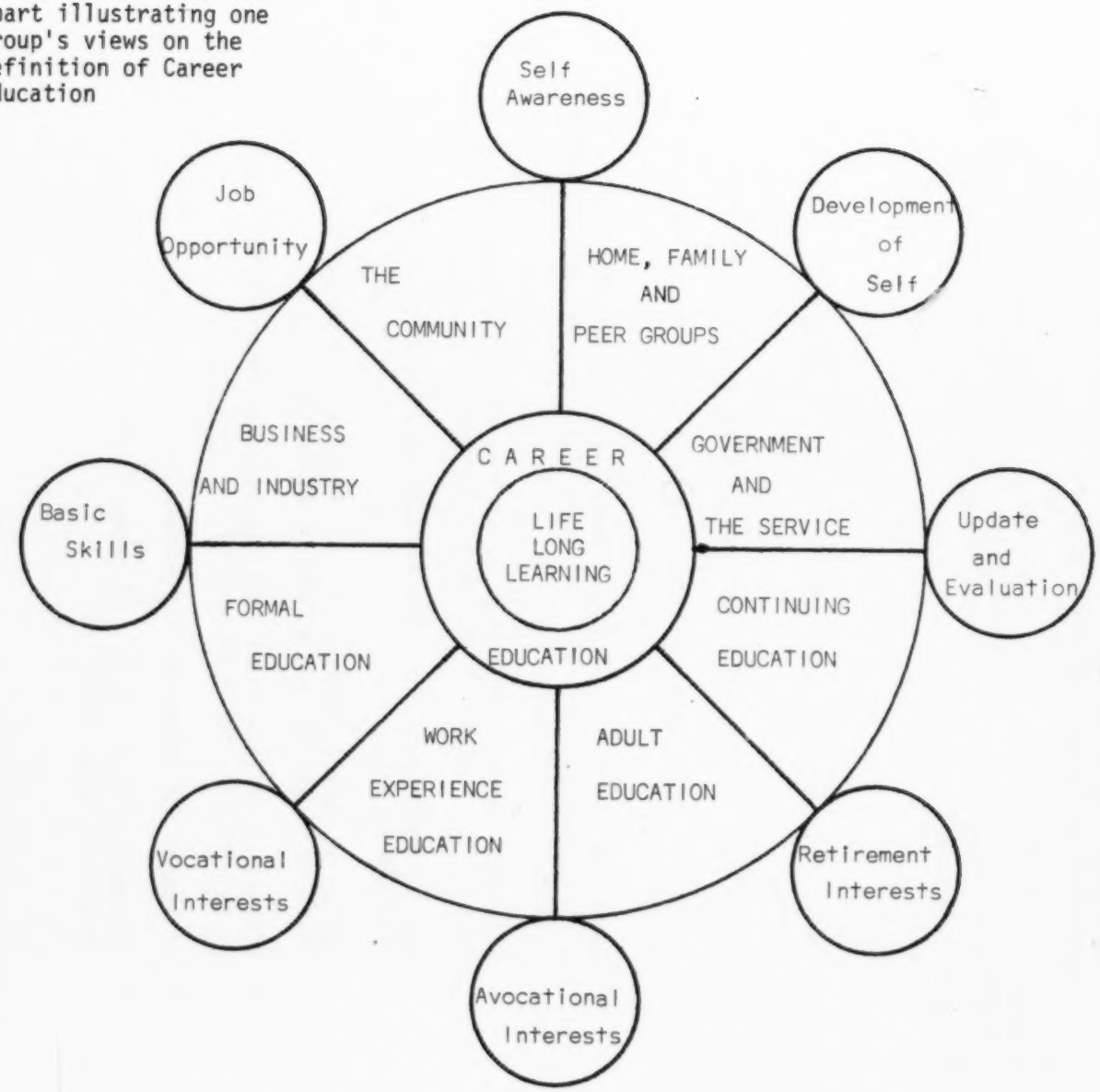
   A career is really a "life style."

   Career definition now is different - Present 50 year olds are security oriented - Present youth has a broader orientation. The job is of less importance than perhaps, outside interests, family, recreation, human service.

   Work is part of total living - worldly preparation.

Two of the discussion leaders, Mr. Chuck Tyler and Mr. Bill Allman, counselors at the Saratoga campus of West Valley College, submitted the attached chart as illustrating their group's views on a definition of Career Education.

10. Chart illustrating one group's views on the definition of Career Education



CURRICULUM CHANGES

The following lists of responses were compiled from the various group discussions. They represent their response to the question:

> "What curriculum changes will be necessary to implement a comprehensive Career Education program?"

A total listing of all the inputs concerning curriculum changes is included. No attempt was made to separate the responses by individual groups as it was felt that an integration of all the inputs would be far more valuable.

Initial Steps

- Career awareness--provide opportunities for students to become aware.
- Career information should be incorporated into all classes.
- Teach the relationship between life style and careers as part of curriculum
- Teach how different industries have corporate constraints (fringe benefits that you lose if you change companies, therefore, locking one into a job).
- Relevance to real world must be incorporated in new curriculum formats for individual interests of students.
- Job information sources must be developed and provided for students to use.
- Design of curriculum must include information sources for leisure, vocational activities of students.
- Evaluation of individual life styles. How human beings integrate with each other to survive.
- Attitudes and values to be studied.
- Economic factors, chamber of commerce orientation, point out need for greater productivity....

Methods of Presentation

- Field trips with groups small enough to learn about individual job, not just glorifying the company and pay. Here again, life styles.
- Volunteer experiences provided for credit.
- A careers club or career counseling center should be established in each school, according to the resource teacher.
- Unit development relating present units with the world of work.
- Provide an extensive file of information about available, motivated people from the world of work who will come to the school for interaction with teachers and learners.

Attitude Changes

- Changing teacher's attitudes was a primary prerequisite for the acceptance of career education goals, and the need for administrative support was emphasized. A need exists for input into the power structure at the very highest levels.
- The need for student attitude change in self-concept and in feelings of welf-worth was emphasized, beginning at the kindergarten level.

Faculty Involvement

- Faculty must be involved before curriculum change occurs.
- Teaching institutions need to reassess their training programs.
- Faculty planning can help making curriculum change possible.
- Construct industrial arts and science facilities back-to-back.
- Resistance from teachers unless individual class loads could be balanced in respect to time and effort.

Business-Industry-Education Consortium

- Both educators and representatives from business and industry must be involved totally in curriculum development for Career Education.
- Areas of responsibility must be clearly defined and accepted completely by both educators and representatives of business and industry.

- Laws must be changed to reward the private sector to participate in the educational process.
- Unions need to open up their ranks.
- On-the-job training or work study program must be expanded.
- Provide teachers with opportunities for "hands on" experience in the world of non-teaching work.
- The capability and potential for industry volunteers to function on a long-term basis without coercion from the industry.
- The need for industry and corporations to respond to the profit motive and the problems this might cause if one wishes to engage in a corporation-consortium approach.
- It is assumed that classrooms, instructors, and materials will be provided by and in business and industry for career education students. These will serve as an integral part of the total instructional program of Career Education.

Community Involvement

- The community must be kept informed fully on all curriculum proposals.
- Increase involvement from the community in the form of teacher aides from colleges, industry, business, etc. All facets of the community.
- Parents and other adults need to be reeducated.
- Schools alone can't do much. Parents, social organizations, labor unions, the community as a whole must work together... the "work" aspect in our new social order is in bad repute.
- Solution: Put white shirts on all works--all jobs must have prestige.
- Parents and their career problems are such a great influence that schools are almost powerless to overcome this attitude.
- Terminology needs to be revised to help all sectors of the community appreciate new education. Examples: academic programs, vocational education.

How and When to Change

- Curriculum changes will have to be made. However, changes should be made on an evolutionary basis and in keeping with the total Career Education program.
- All presently effective aspects of formal education should be kept, but should be up-dated as needed. All presently irrelevant aspects of formal education should be dropped.
- All curriculum redesigned to be competency based, i. e. performance-objectives.
- Individualize curriculum.
- There should be a shift from emphasis on the cognitive domain to the affective domain in order for programs to be successful.
- The educational establishment must move toward individualized instructions and the learning center model as Career Education is well adapted to this format.
- Develop cluster groupings.

Pot-Pourri

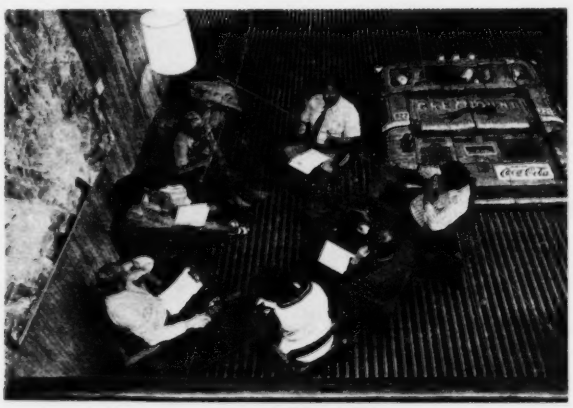
- Provide for extensive inservice effort, all levels, all areas to the operational roles required of teachers to achieve it.
- Personally satisfying activities must be included in new curriculum.
- Placement is the key.
- A portion of the group felt that current requirements for high school graduation would need to be waived.
- Place monetary rewards in proper perspective. A truck driver can earn more than a teacher.
- Educational system should change to meet the changing needs of society.

CANDID GROUP COMMENTS AND QUESTIONS ON CAREER EDUCATION

What are the legal questions in regard to responsibility for education under the employer-based model?

There should be an awareness of the world of work much earlier than is usually the case.

A new term is needed. Words become over used. Vocational education is a second-class term.



Students have a narrow vision. Their lives are diffused; therefore, they lack understanding.

There should be less emphasis on getting through school and more on getting a job.

Situations should be encouraged where students learn from their peers as well as teachers.

I don't like the word career as it is now understood. The old concept of the comprehensive high school is needed.

It should be easy to re-enter the educational system, and society should expect that many people will enter and exit several times.

Relevance is a key feature students will learn while doing.

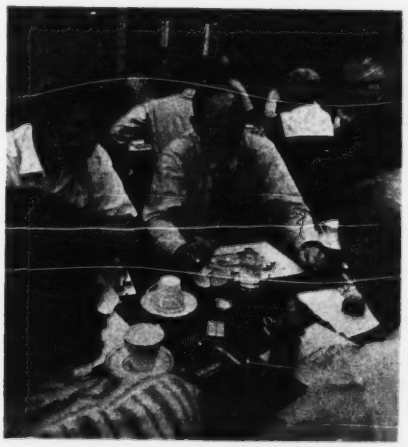
Students don't understand the concept of work. College women have been known to say "I want a career rather than a job. I will not learn any skills, give me a job that fits my career."

Positive attitudes towards work should be developed. At the same time it is important to reject any approaches which would turn career education into just a dropout program.

Teamwork relationships should be established to accomplish a stated goal in the school. Put the head, arms, and legs of various students together to most effectively do the job.

The question was raised as to whether employers would give some payment for services in the field done by students. Some members felt that financial reward was the best motivator for "turned-off" students.

One group expressed concern that union personnel might well object strongly to the employer-based model.



EBCE seems to have the very necessary component of using the world in which we live as a place for students to learn.

It was suggested that spending time out in the world of work can be beneficial in providing "father substitutes" for the large number of boys who do not live with their fathers.

Field people should be brought into the schools.

Career awareness should begin at the kindergarten level. Youngsters should be aware of the alternative--don't have to be forced to attend college.

It helps if a child can see you have similar background and have made it.

Develop a concept for a career; reason for existence.

Focus education on relating to a career, not just a vocation. (EXAMPLE: Richmond Plan--enrichment program for underachievers--all subjects taught were related. All disciplines such as math, English, and history were involved.)

Teachers should have knowledge of other occupations. Most young teachers do not have experience (teaching is their only job).

Administrators should be kept aware of new programs and hope it isn't a passing "fad."

Guidance at the primary and secondary levels is the backbone of the program, and needs to be expanded, improved, and updated.

A need exists to incorporate some of the many different school districts, so that there won't be so many.

Career education should be a coordinated district wide effort.

Union involvement and the liklihood that they might see some danger in Career Education as it is presumably conceived should be looked at.

Is Career Education Vocational Education--broadened--we will not take a student and teach him to be a carpenter but give him all side lines, math, tool management, ordering supplies?

Biggest fault in present system is repeat of courses, i. e. U. S. History three different times--from 2-12.

Will Career Education programs need to be staffed differently?

What is being done to move towards a bilingual Career Education?

What about Career Education for some of our senior citizens? Wives who have raised a family and want an education.

Class loads should be balanced in respect to time and effort.

Students need to know spin-off occupations which they may find more interesting.

On industry-based program or others--are those students involved in the job where they have worked part-time?

Because of split homes, mothers are forced to work. Therefore, child has no home life. Will entering kindergarten earlier help? Child-care centers are all women dominated. Will schools help these centers? We need more male-dominated kindergarten schools, etc!

How do we channel students to area of capability and will there be jobs?

Why not open more mini-courses in foreign language, philosophy, to broaden not lock in courses?

In planning for the observational phase of Career Education, who chooses the observation site? Should it be done by the students or by experts?

How would the sex-role bias in society be dealt with?

What is the optimal amount of time to devote to the observational or work experience phase of Career Education?

Divide careers on the basis of goods produced or services provided or base them upon psychological considerations.

Schools are not teaching about availability of careers.

Aptitude tests, etc.--Are they being used, used properly, or misused?

Administration should change to be more flexible.

Legal changes needed.

Minorities should be included in programs.

Aptitude tests results cannot necessarily be implemented because of lack of money.

Time for Sacramento and Washington, D. C. to make a more significant commitment to Career Education--support and finance.

Need to deliver the simple basics, to teach students how to handle skills. Don't worry about too minute details--teach the basics.

FUTURE DIRECTIONS FOR CONFERENCES

1. Broader representation. This conference represented one very narrow portion of life. The work-oriented, prosperous audience was too narrow a segment of the population.

2. Broad coverage must include educators, counselors, workers, elected officials, and more minorities.

3. Unions must be represented....also "hippies", drop outs", etc.

4. The conference needs a rebuttal. Someone must challenge this "pat" approach.

5. The session at lunch was quite short and additional time must be given in future conferences as more discussion of this type is necessary.

6. It was felt by one group that members of their group could have derived greater benefit from the meeting had they had a better concept of the subject matter prior to the meeting. It was thought that at future sessions the material to be made available to attendees should include modest outlines of the talks and/or panels which will constitute the session.

FINAL SUMMATION

1. In terms of models which exclude the student from relatively normal school environments, at least for a portion of his education, it was felt that the beneficial social aspects of our educational system would be lost and that some consideration must be given to the extra-curricular elements of education, including music, art, sports, etc.

2. Selection of students to participate in pilot programs currently is extremely discreet and appears to emphasize compatibility of the students with themselves, the teachers, and the expected environment. Unfortunately, this is not representative of the normal mix of students and it tends to do experimentation with students whose reactions will be most favorable and thus with those who will get the least long-term benefit from the experiment. Therefore, the potential of evaluating beneficial results, as well as effectiveness of approach, may easily be warped.

3. The most substantial benefits of special Career Education orientation are in ghetto or marginal income areas where the productive relationships of adults leading productive lives become an important model for growing and potentially turned off youth.

4. The most important and difficult problem to be faced in going to relatively new curriculums or education plans will be with the teachers, and major consideration to "turning on" teachers must be provided. The reluctance of the tenured senior teacher to participate in and accept changes must be addressed.

5. It was felt that while pilot models are useful for the agencies intending to support and sponsor Career Education development, the benefits of and characteristics of these models are generally lost on the body of schools and teacher organizations. Therefore, small pilot programs which might be instituted in each school could be an outgrowth of the current programs.

6. Several groups agreed that it would not be possible to come up with one program which would be equally appropriate for all students, schools, and situations. They felt it was important that a checklist be devised as a guide for school systems to use in effectively selecting the type or types of Career Education appropriate for their district. Included must be at least economic, social, psychological and ecological considerations.

7. Guidance personnel are faced with a number of problems in trying to implement whatever program is decided on. Career information provided by industry is often biased or incomplete. Often the counselor does not know enough about the world of work to detect this. Societal sex roles are often accepted by school people as the way things should be. Placements and choices offered individual students for placement could reflect attitudes of school personnel toward the individual and therefore be rather inappropriate.

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